DOCUMENT RESUME

ED 379 218 SP 035 715

| | |
|---|---|
| TITLE | Educational Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices. Eighteenth Edition. |
| INSTITUTION | National Dissemination Study Group. |
| SPONS AGENCY | Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network. |
| REPORT NO | ISBN-0-944584-46-2 |
| PUB DATE | 92 |
| NOTE | 307p.; For an earlier edition, see ED 338 618. |
| AVAILABLE FROM | Sopris West Inc., 1140 Boston Ave., Longmont, CO 80501 ($11.95, plus $3 shipping and handling). |
| PUB TYPE | Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Adult Education; Bilingual Education; Career Education; *Demonstration Programs; Early Childhood Education; Elementary Secondary Education; Gifted; Health Education; Information Dissemination; Inservice Teacher Education; Interdisciplinary Approach; Language Arts; Mathematics Education; Nontraditional Education; Parent Participation; Physical Education; Preservice Teacher Education; Program Administration; *Program Descriptions; Reading Programs; School Administration; Science Education; Second Language Programs; Social Sciences; Special Education; Technology Education; Vocational Education |
| IDENTIFIERS | National Diffusion Network; National Education Goals 1990; Program Effectiveness Panel |

ABSTRACT

This publication provides current descriptions of exemplary educational programs in 15 areas. The term "exemplary program" is conferred only after a project has been approved by the Department of Education's Program Effectiveness Panel. Opening sections of this catalog list the National Goals for Education, offer questions and answers about the volume, list projects approved since the last edition was published, and discuss the role of state facilitators of the National Diffusion Network. The next 15 sections each contain program descriptions grouped under the following general categories: Adult Education; Administration/Organization Arrangements; Alternative Schools/Programs/Bilingual/Migrant; Language Arts/Writing/Literature/Foreign Languages; Mathematics; Multi Disciplinary Skills; Reading; Career/Vocational Education; Early Childhood/Parent Involvement; Gifted & Talented/Technology/Special Interests; Health/Physical Education; Preservice/Inservice Training; Science; Social Science; and Special Education/Learning Disabilities. The individual program descriptions contain information on audience, requirements, services, contact person with address and telephone number, and source of project funds. There is also a section on dissemination processes and one that lists projects whose services are no longer available. Three indexes list projects by state, programs grouped under ERIC descriptors, and projects in alphabetical order. (JB)

ED 379 218

# Educational Programs That Work

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

J. Leutheuser

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**U.S. DEPARTMENT OF EDUCATION**
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it
- ☐ Minor changes have been made to improve reproduction quality

---

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

## The Catalogue of
## The National Diffusion Network (NDN)

"Linking the nation with excellence"

SP035715

BEST COPY AVAILABLE

18th Edition, 1992

SP

# Educational Programs That Work

## *A Collection of Proven Exemplary Educational Programs and Practices*

EIGHTEENTH EDITION

1992

Published and Distributed by

SOPRIS WEST, INC.

in cooperation with

NATIONAL DISSEMINATION STUDY GROUP

national diffusion network

*Educational Programs That Work* (EPTW) was written largely by the staffs of the projects described, without whose cooperation the program outlines could not have been produced.

Copies can be purchased for $11.95 plus $3.00 shipping/handling (first copy only, $1.00 for each additional copy) from **Sopris West Incorporated, 1140 Boston Avenue, Longmont, Colorado 80501, (303) 651-2829**. An order form for additional copies of EPTW is included at the back of this volume. Payment or purchase order must accompany order. Non-exempt Colorado residents should add sales tax.

ISBN #0-944584-46-2

Permission is granted to reproduce this document for internal use. This publication may not be reproduced in any form for resale purposes.

No federal funds supported the printing of this catalog. It was produced by Sopris West, Inc. at its own expense.

# Table of Contents

Foreword . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
Introduction . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
National Goals for Education . . . . . . . . . . . . . . . . . . . . . . . 5
Questions and Answers about EPTW . . . . . . . . . . . . . . . . . . . . . 9
Projects Approved Since the Publication of Edition 17 . . . . . . . . . . . . . . .11
National Diffusion Network (NDN) State Facilitators . . . . . . . . . . . . . . . .13
Section A: Adult Education
Section B: Administration/Organizational Arrangements
Section C: Alternative Schools/Programs/Bilingual/Migrant
Section D: Language Arts/Writing/Literature/Foreign Languages
Section E: Mathematics
Section F: Multi Disciplinary Skills
Section G: Reading
Section H: Career/Vocational Education
Section I: Early Childhood/Parent Involvement
Section J: Gifted & Talented/Technology/Special Interests
Section K: Health/Physical Education
Section L: Preservice/Inservice Training
Section M: Science
Section N: Social Science
Section O: Special Education/Learning Disabilities
Section P: Dissemination Processes
Section Q: Projects Whose Services Are No Longer Available
Section R: Indices
  Index I Projects by State . . . . . . . . . . . . . . . . . . . . . . R-1
  Index II Eric Descriptors . . . . . . . . . . . . . . . . . . . . . . R-11
  Index III Alphabetical . . . . . . . . . . . . . . . . . . . . . . . R-27
EPTW Order Form

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

THE ASSISTANT SECRETARY

# FOREWORD

"There is nothing new under the sun," the ancient adage goes. The National Diffusion Network (NDN) builds upon this assumption that few problems are unique to a single place, and that someone somewhere has effectively addressed most of the problems that any school could face. NDN's primary purpose is to spotlight and support proven cost-effective programs.

The NDN programs featured in Educational Programs That Work do work. The Department of Education's Program Effectiveness Panel has rigorously evaluated each "exemplary program" and found the program's results both replicable and worth replicating. Many of these programs have been developed by classroom educators to serve their own students' needs. NDN stands behind the programs it validates by providing training and follow-up technical assistance to schools implementing them.

Each of these programs addresses one or more of America's National Education Goals for the year 2000. Ultimately these National Goals will be achieved only through your own efforts. We urge you to look at your own school and consider how one or more of these NDN programs might be adopted to raise the achievement of your own students. Your efforts to improve the educational opportunities for your students will move our nation closer to meeting its Goals.

Diane Ravitch
Assistant Secretary

555 NEW JERSEY AVE., NW, WASHINGTON, D.C. 20208

NDSG
NATIONAL
DISSEMINATION
STUDY
GROUP

The National Dissemination Study Group (NDSG), a professional association of educational disseminators, the U.S. Department of Education, and Sopris West, Inc., are pleased to bring you the official catalogue of National Diffusion Network Programs—*Educational Programs That Work*. For 18 years, the NDN has provided schools throughout the country with a wide selection of exemplary programs and practices. The National Diffusion Network (NDN) is a system that works.

This catalogue provides a plethora of program options to meet locally identified priorities. Personnel representing these programs are eager to provide inservice training and technical assistance to schools electing to implement NDN programs. In an effort to maintain and improve the NDN as a relevant, responsive, and effective school improvement vehicle, professional educators, members of Congress, the Department of Education, and NDSG continue to work collaboratively.

A quality education for all children is America's number one priority. The six education goals articulated by the President and the nation's governors constitute a plan for excellence that can only be accomplished with a commitment from all segments of our society-industry; local, state, and national governments; educators; the public; and parents. The NDN's successful eighteen-year history demonstrates that it is ready to contribute to fulfilling this commitment.

Members of the National Dissemination Study Group have worked with educators throughout the country and wish to applaud America's teachers and administrators for their dedication and hardwork, for their willingness to try new ideas,and for their ongoing quest for excellence. We feel privileged to be part of that quest.

Patricia S. Olson

Patricia S. Olson
President, National Dissemination Study Group

# Introduction

The National Diffusion Network and Sopris West are pleased to present the seventeenth edition of Educational Programs That Work, the annual National Diffusion Network catalog of exemplary educational programs. Current descriptions of most programs described in previous editions are included together with new programs approved for national dissemination since publication of the seventeenth edition in 1991.

The National Diffusion Network has begun to align its efforts with the National Goals for Education in order to maintain its history of making proven cost-effective programs available to schools as they strive to address current issues in education. The goals have been reprinted on page ix. The grids summarizing project services preceding each section have been expanded to identify the primary goals addressed by the projects.

The term "exemplary program" is conferred only after a project has been approved by the Department of Education's (either the Joint Dissemination Review Panel [JDRP][1] or the Program Effectiveness Panel [PEP]). Approval by the Panel means that Panel members have examined objective evidence of effectiveness submitted by the developer of the program and are convinced that the program has met its stated objectives at the original development or demonstration site. In addition, the program developer has proved that the program will meet the educational needs of others in similar locations. Positive endorsement of a project's claims of effectiveness by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. The PEP/JDRP number and approval date for each project can be found at the bottom of each project profile. Projects that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. In addition, some projects over six years old which have undergone the recertification process are identified at the bottom of the page with a recertification date. Space does not permit the inclusion of a project's evidence of effectiveness in this publication. Should the reader be interested, however, evaluation information is available from the individual projects. Projects which have been added since the sixteenth edition are listed in the Questions and Answers Section, on page ix. All projects that are approved after the publication of this edition of Educational Programs That Work will be described in the next edition.

The National Diffusion Network is dedicated to helping local school districts, private schools, intermediate service agencies, state departments of education, and post-secondary institutions in their continuing efforts to improve educational opportunities and achievement for all. To promote the transfer of successful programs from the development sites, the Department of Education, supports the National Diffusion Network (NDN). The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs.

---

[1] The JDRP underwent reorganization and a name change. The new name of the review panel is the Program Effectiveness Panel (PEP). The titles JDRP and PEP are used throughout this document. If JDRP is used, it means that the project was approved for dissemination prior to 1987. PEP approval means approval during or after 1987.

The NDN operates through three kinds of projects—Developer Demonstrators, Dissemination Processes, and Facilitators. Developer Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. The Dissemination Processes are the other category of exemplary programs that provide information, instructional materials and services about specific content areas, or professional development based on needs assessments. A project profile for each operating Developer Demonstrator and Dissemination Process Project is presented in this catalog. NDN Facilitators (one in every state and a private school facilitator) are the principal links between Developer/Demonstrators, Dissemination Processes and those seeking new programs. Facilitators help to identify suitable NDN programs and assist with training and installation. A list of NDN Facilitators follows this introduction. Facilitators should be contacted for additional information on any program described in this catalog.

The National Diffusion Network was established upon the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about approved programs so that educational agencies with special needs may choose from an array of programs and select that particular program which meets the agencies' needs, philosophy and resources. By offering a wide variety of programs, the Network provides many options through which LEAs and private schools may solve their own unique problems without "reinventing the wheel."

Since its inception in 1974, the NDN has grown from 76 to more than 440 programs that were developed, in large part, by classroom teachers. NDN programs have helped learners with many different needs—disabled preschoolers, disadvantaged inner-city children in primary grades, high-achieving high school students, and out-of-school adults. There are NDN programs for many content areas, ranging from the basic skills of reading, mathematics, and oral and written communications to vocational and career education, consumer education, and physical education. Other NDN programs provide training for teachers in instructional methods and classroom management techniques. Still others help school administrators with a variety of management problems. In recent years, the NDN has responded to critical emerging national needs by identifying and making available exemplary practices in those areas. Adopters of NDN programs range from small single classrooms in remote rural areas to large metropolitan districts. The impact of the NDN on American education has been enormous. The most recent statistics available indicate that in the 1989-90 year alone, more than 33,000 public and private schools in all 50 states, the District of Columbia, Puerto Rico, Virgin Islands, Guam, American Samoa, and the Commonwealth of Northern Mariana Islands adopted NDN programs. As a result, about 93,900 persons received inservice training, and an estimated 4.7 million students benefited.

**For further information about the Program Effectiveness Panel, contact National Diffusion Network, 555 New Jersey Ave., Washington, DC 20208-5645. (202) 219-2134.**

# National Goals for Education

## GOAL 1: READINESS

**By the year 2000, an children in America will start school ready to learn.**

*Objectives:*

- All disadvantaged children will have access to high quality and developmentally appropriate pre-school programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her pre-school child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced parental health systems.

## GOAL 2: SCHOOL COMPLETION

**By the year 2000, the high-school graduation rate will increase to at least 90 percent.**

*Objectives:*

- The nation must dramatically reduce its dropout rate and 75 percent of those students who drop out will successfully complete a high-school degree or its equivalent.
- The gap in high-school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

## GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

**By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**

*Objectives:*

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community services, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the cultural diversity of this nation and about the world community.

## GOAL 4: MATHEMATICS AND SCIENCE

**By the year 2000, U.S. students will be first in the world in mathematics and science achievement.**

*Objectives:*

- Math and science education will be strengthened throughout the system, including special emphasis in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. graduate and undergraduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

## GOAL 5: ADULT LITERACY AND LIFELONG LEARNING

**By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

*Objectives:*

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs.
- The number of quality programs that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase significantly.
- We will substantially increase the proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs.

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems in areas such as the natural sciences, the social sciences, and the humanities will increase substantially.

## GOAL 6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

**By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

*Objectives:*

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug- and alcohol-prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

# Questions and Answers

The series of questions and answers that follow will help you to become more familiar with this edition of Educational Programs That Work. A few minutes spent reviewing these questions and answers will enable you to appreciate its full potential.

**Q. What is the purpose of Educational Programs That Work?**

**A.** Educational Programs That Work is an overview of all educational programs approved for national dissemination by the Department of Education (PEP/JDRP). It provides basic information on exemplary products and practices to those who wish to improve their educational programs and services. The catalog introduces the National Diffusion Network (NDN), its Facilitators, Developer Demonstrators, and Dissemination Processes, and their services to schools, institutions and other agencies that may wish to adopt these programs.

**Q. What is in Educational Programs That Work?**

**A.** Educational Programs That Work describes programs approved by the PEP/JDRP since its inception in 1974. Programs fall into three categories: active projects, projects with limited activity and projects with services no longer available. Active projects constitute by far the largest group. A one-page project profile for each active project is included in this edition. A half-page profile is devoted to "Limited Activity" projects, while "Projects No Longer Offering Services" can be referenced in list form in Section Q of the catalog. Some projects are currently receiving dissemination funds from the NDN to assist them in providing services to schools and colleges across the nation. These projects are identified by an asterisk in the section-divider listings.

**Q. How is Educational Programs That Work organized?**

**A.** The projects are divided into 18 sections and then arranged alphabetically by project title. Each section groups projects with a common focus. The sections are as follows:

Section A: Adult Education
Section B: Administration/Organizational Arrangements
Section C: Alternative Schools/Programs/Bilingual/Migrant
Section D: Language Arts/Writing/Literature/Foreign Languages
Section E: Mathematics
Section F: Multidisciplinary Skills
Section G: Reading
Section H: Career/Vocational Education
Section I: Early Childhood/Parent Involvement
Section J: Gifted and Talented/Technology/Special Interests
Section K: Health/Physical Education
Section L: Preservice/Inservice Training
Section M: Science
Section N: Social Science
Section 0: Special Education/Learning Disabilities
Section P: Dissemination Processes
Section Q: Projects which no longer offer services
Section R: Indices

**Q. How can I locate a description for a given program if I know only the name of the program?**

**A.** The alphabetical index (Section R, Index III) lists all PEP/JDRP approved programs by title.

**Q. How can I locate programs for a given content or problem area?**

**A.** To help you locate programs for a given area, selected ERIC (Educational Resources Information Center) descriptors have been assigned to all active projects described in the catalog These descriptors act as headings for the alphabetical ERIC description index (Section R, Index II).

**Q. How can I find a description for a given program if I know only the state in which it is located?**

**A.** The index of exemplary projects by state (Section R, Index I) lists all PEP/JDRP approved programs by the state in which they are located.

**Q. How can I make a quick preliminary review of the programs in each section?**

**A.** A capsule phrase that summarizes the exemplary program follows each title in the sectional tables of contents. See page A-1, for example: the first entry, BES Adult Literacy Project is described as *A reading program for functionally illiterate adults.*

**Q. If I have a previous edition of *Educational Programs That Work*, how can I find what new projects have been added?**

**A.** Projects approved by the JDRP since the publication of Edition 17 are listed on the following page.

**Q. If I want additional information, such as details on costs of installing an NDN program in my school, how do I obtain it?**

**A.** All entries include the name of a contact person who can answer questions about the program. A mailing address and a telephone number are included in the contact statement. NDN Facilitators can also give detailed information.

**Q. How can I get more information about the NDN?**

**A.** Contact your state or regional NDN Facilitator to learn more about the NDN and its programs. A description of the Facilitator's role and a list of Facilitators follow. You may also contact the federal office that administers the National Diffusion Network:

National Diffusion Network
Recognition Division
U.S. Department of Education
OERI/PIP/Recognition Division
555 New Jersey Avenue, N.W.
Washington, DC 20208-5645
(202) 219-2134

# Projects Approved
## Since the Publication of Edition 17

**Academy of Finance**

An intensive two-year, academic and work experience program designed to prepare high school students for entry-level careers in financial services. H-1

**Fishbanks, Ltd.**

A computer-assisted simulation designed to improve academic achievement and increase communication skills while conveying the principles of sustainable management of renewable environmental resources. M-1

**The GeoGram Project**

An interdisciplinary curriculum program bringing together the study of geography with the skills of critical thinking and expository writing. The GeoGram Project is designed to increase students' cognitive knowledge about the physical, cultural, and economic geography of selected areas under consideration, and help students develop critical thinking, writing, map study, and research skills. N-2

**The Hinsdale Central Foreign Language Program**

A four-year, sequential high school foreign language program designed to increase students' language proficiency and awareness of the value and benefits of foreign language study extending well beyond the high school and as an essential element of lifelong learning. D-4

**Investigating and Evaluating Environmental Issues & Actions**

An interdisciplinary, environmental issues and action curriculum focused on enhancing students' responsible citizenship behavior through the examination and evaluation of real life community-based environmental problems and issues. M-6

**Life Unworthy of Life**

A unit of study about the Nazi Holocaust designed for infusion into high school world history and other courses. N-4

**Pablo Python Looks At Animals**

An introductory science curriculum for children of all ability levels in grades K-3 combining classroom instruction and the scientific resources of zoos to teach fundamental science skills. M-11

**Parents As Teachers**

An early parenting program providing comprehensive services to families from the third trimester of pregnancy until the children are three years of age. I-3

**Project Polar Regions**

An innovative, interdisciplinary science program for middle grade students emphasizing an investigative and problem-solving approach to the study of meteorology, oceanology, geology, and the exploration of the earth's Arctic and Antarctic regions. N-6

**The Program for School Improvement (PSI)**

A program designed to assist schools in developing a shared governance process for making decisions about school-wide improvements in curriculum, instruction, staff development, re-organization, and action research. B-2

**RAMPS (Relationships in Mathematics and Physical Science**

An innovative physical science curriculum that enables middle/junior high school students to use and understand mathematics in physical science courses. Students develop an understanding of the meanings of equations as they apply to science. They learn how to use this knowledge to understand and describe how natural mathematics makes science more understandable. M-14

**Rural Schools Reading Project (RSRP)**

A three-year, staff development program designed to improve reading instruction in rural elementary schools, thereby improving students' strategic reading abilities. Telecommunications technology is used to connect rural schools to staff development resources and facilitate ongoing communication among schools G-9

**Stanford Adolescent Heart Health Curriculum**

A multiple factor cardiovascular disease risk reduction/prevention curriculum for adolescents. Lifestyle factors such as cigarette smoking, diet, physical activity, and stress are targeted. K-3

**Valued Youth Program**

A cross-age tutoring program designed to reduce dropout rates among secondary school children who are limited-English-proficient and at risk of leaving school. C-6

# National Diffusion Network (NDN) Facilitators

To help public and private schools and districts identify suitable National Diffusion Network programs, the National Diffusion Network, federal sponsor of the NDN, supports Facilitator projects in every state, the District of Columbia, the Virgin Islands, Puerto Rico, Guam, American Samoa, Northern Mariana Islands, and Palau.

Facilitators work with schools and institutions to define their problems, determine which NDN programs hold promise for solving those problems, and help with formal adoption of NDN programs. Facilitators can supply additional information on all of the programs described in this catalog, and they can arrange for demonstrations. When a school or institution decides to adopt an NDN program, Facilitators can make arrangements for training. Many facilitators also provide follow-up and perform or oversee monitoring and evaluation at adopter sites.

NDN Facilitators are based in local school districts, intermediate service agencies, state education agencies and private nonprofit organizations. The funds that Facilitators can draw on vary from state to state, and their funding policies vary as well. In some states, schools and districts that adopt NDN programs can be reimbursed by the Facilitator for such start-up costs as instructional materials and teacher training. In other states, the costs of travel to awareness conferences or demonstration sites can be covered by the Facilitator. Readers are encouraged to telephone or visit their NDN Facilitators to learn what services are available.

# ALABAMA

Alabama Facilitator Project
Alabama Department of Education
Room 5069, Gordon Persons Building
Montgomery, AL 36130
(205) 242-9834
FAX (205) 242-9708

1854

| | |
|---|---|
| **Principal Staff Members** | Maureen Cassidy |
| **Office Hours** | 7:00 a.m. - 4:00 p.m. (Central time), Monday through Friday |
| **Host Agency** | Alabama State Department of Education |

**Highlights**

The Alabama Facilitator Project works with public and private school educators by:

- providing information (print and video) about all NDN projects;
- arranging and partially funding awareness and/or adoption training workshops;
- linking potential adopters with current Alabama adopters;
- presenting information about D/D projects at state-wide conferences, at local in-service meetings, in *Alabama Education* (SDE newspaper)
- disseminating ERIC, Regional Laboratory, and R & D research;
- collaborating with SDE's Technical Assistance Section, eleven in-state Regional Inservice Education Centers, and the Private School Facilitator; and
- maintaining post-training contacts.

# ALASKA

Alaska State Facilitator Project
Alaska Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2841

| | |
|---|---|
| **Principal Staff Members** | Sandra Berry |
| **Office Hours** | 7:00 a.m. - 3:30 p.m. |
| **Host Agency** | Alaska Department of Education |

**Highlights**

Services of the State Facilitator are provided at no cost to the school district and can help with funding for training of Nationally Validated projects in local schools.

# AMERICAN SAMOA

NDN Facilitation Project
Division of Curriculum & Instruction
Department of Education
Pago Pago, AS 96799
011 (684) 633-5184 or 633-1246
FAX 011 (684) 633-5184 (foreign calls)

| | |
|---|---|
| **Principal Staff Members** | Rick Davis |
| **Office Hours** | 7:30 a.m. - 4:00 p.m., Monday through Friday<br>(-7 hours from Eastern Time/same day) |
| **Host Agency** | American Samoa Department of Education |

**Highlights**

First funded in 1989, services at present include for both public and private schools:

- providing information about all NDN projects
- EPTW to all schools and education divisions in the territory
- yearly awareness conference
- resource center of D/D materials at DCI and Teachers Resource Center
- summer training conference for selected D/D
- programs to develop certified trainers

Eventual expansion to include:

- disseminating ERIC, Regional Laboratory and R&D research

If you should need any more information, please feel free to call.

# ARIZONA

Arizona State Facilitator
Educational Diffusion Systems, Inc.
161 East First Street
Mesa, AZ 85201
(602) 969-4880

| | |
|---|---|
| **Principal Staff Members** | L. Leon Webb, Pat Solem, Lois Petersen |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Educational Diffusion Systems, Inc. - a non- profit organization |

**Highlights**

The Arizona State Facilitator is committed to working in cooperation with educators in order to respond effectively to student needs. Math, reading, early childhood education, language arts/writing, science, and migrant/bilingual education have been determined to be the top six (6) priority areas in which assistance is needed. Linkages with NDN projects throughout the nation will allow the Arizona State Facilitator to provide comprehensive services to potential and actual adopting agencies within the state.

## ARKANSAS

Arkansas State Facilitator Project
Arkansas Department of Education
Arch Ford Education Building, Room 204B
State Capitol Mall
Little Rock, AR 72201
(501) 682-4568

| | |
|---|---|
| **Principal Staff Members** | Jo Cheek<br>Q. Esther Toombs, Secretary |
| **Office Hours** | 8:00 a.m. - 4:30 p.m. |
| **Host Agency** | State Department of Education |

**Highlights**

The State Facilitator Project provides technical assistance to school districts in the identification of appropriate NDN programs to meet needs, coordinates logistics and assists in partial funding of teacher training and evaluates program success. An annual series of regional Education Showcase Awareness Fairs are in place to inform schools of NDN programs.

## CALIFORNIA

California State Facilitator Center
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-2956
In State 1-800-672-3494
FAX (415) 692-1508

| | |
|---|---|
| **Principal Staff Members** | Barbara Duffy, Director<br>Joyce Lazzeri, Facilitator<br>Sylvia Rodriguez, Assistant |
| **Office Hours** | 8:30 a.m. - 5:00 p.m. |
| **Host Agency** | Association of California School Administrators, Foundation for Educational Administration |

**Highlights**

The State Department of Education has developed Frameworks for English - Language Arts, Visual and Performing Arts, Science, Mathematics, History - Social Science, and Model Curriculum Standards for grades K-12. Information on the purchase of these publications is available through the facilitator center.

# COLORADO

Colorado Facilitator Project
The Education Diffusion Group
3800 York Street - Unit B
Denver, CO 80205
(303) 764-3936
(303) 296-6608 (Beck, home)
FAX (303) 764-3935

| | |
|---|---|
| **Principal Staff Members** | Charles D. Beck, Jr., Director<br>Barbara S. Kennedy, Assistant to Director<br>RoseMary Broussard, Administrative Assistant |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | The Education Diffusion Group, a nonprofit corporation |

**Highlights**

Services continue to be free to all schools and agencies, public and private. EVERY DISTRICT IN COLORADO WILL RECEIVE FREE AT LEAST ONE COPY OF THIS CATALOG. COPIES ARE ALSO AVAILABLE FOR OTHER SCHOOLS. CALL OUR OFFICE.

# CONNECTICUT

Connecticut Facilitator Project
RESCUE
355 Goshen Road
Litchfield, CT 06759
(203) 567-0863

| | |
|---|---|
| **Principal Staff Members** | Jonathan Costa, Director |
| **Office Hours** | 8:30 a.m. - 4:30 p.m., Monday - Friday |
| **Host Agency** | NonProfit Regional Service Center |

**Highlights**

The Connecticut Facilitator Project has a new director, location, and commitment to excellence in education. Call our office to find out how we can help your school adopt education programs that work.

# DELAWARE

State Facilitator Project
Delaware Department Of Public Instruction
John G. Townsend Building, P.O. Box 1402
Dover, DE 19903-1402
(302) 739-4583

| | |
|---|---|
| **Principal Staff Members** | Linda Y. Welsh, Dissemination Specialist |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | State Department of Public Instruction |

**Highlights**

The Delaware Facilitator Center assists schools in the implementation of effective low-cost programs that support the State Board's Agenda for Education. Staff inservice and limited financial assistance are provided.

# DISTRICT OF COLUMBIA

District Facilitator Project
Eaton School
34th and Lowell Street, N.W.
Washington, DC 20008
(202) 282-0056

| | |
|---|---|
| **Principal Staff Members** | Susan C. Williams<br>Christine Curtis, Secretary |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | District of Columbia Public Schools |

**Highlights**

Top public school instructional priorities for the 1991-1992 school year include problem solving, critical thinking skills, cooperative learning, whole language, mathematics, science, early childhood programs, drop out prevention, and improved learning environments.

# FLORIDA

State Facilitator Project
Florida Department of Education
Division of Public Schools
School Improvement Resource Center
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
(904) 487-1078
FAX (904) 488-6319

| | |
|---|---|
| **Principal Staff Members** | Judy Bishop, Director<br>Cynthia Fields, Secretary |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Florida Department of Education |

**Highlights**

The State's major education initiative for the 1990's is the implementation of the School Improvement and Accountability Program. This program requires schools to work collaboratively with internal and external stakeholders to develop and implement a school improvement plan consistent with state and local standards. Incentive funding is provided for the planning and implementation of the plan.

The Florida State Facilitator Project serves as a source of exemplary programs and practices for schools. The State NDN Facilitator works with the Department's School Improvement Facilitators and with other state networks to target NDN programs to meet specific school needs.

Districts are required to develop a master inservice plan that includes components in identification, assessment, and prescription for exceptional students and for child abuse and neglect prevention. Classroom teachers and guidance counselors are required to participate in inservice training for child abuse and neglect prevention and for alcohol and substance abuse prevention education.

Extension of a teaching certificate requires 120 inservice points, at least half of which is in field and half of which may be in the following areas: administration, guidance, exceptional child education, basic skills, and computer education. Extension also requires training or demonstration of competence in reading in the content area.

# GEORGIA

Georgia State Facilitator Project
607 Aderhold Hall
University of Georgia
Athens, GA 30602
(404) 542-3332
FAX (404) 542-2321

| | |
|---|---|
| **Principal Staff Members** | Frances Hensley, State Facilitator<br>Dan Surry, Graduate Assistant<br>Pat Mount, Project Secretary |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | The University of Georgia |

# GUAM

Guam Department of Education
Federal Programs Office
P.O. Box DE
Agana, Guam 96910
(671) 472-8524
FAX (671) 477-4587

| | |
|---|---|
| **Principal Staff Members** | Ernestina A. Cruz, Administrator<br>Margaret A. Camacho, NDN Project Director |
| **Office Hours** | 8:00 a.m. to 5:00 p.m., Monday-Friday |
| **Host Agency** | Guam Department of Education |

**Highlights**

The Guam State Facilitator Project disseminates to all public and private schools education service providers information about the availability of exemplary education programs in the National Diffusion Network.

# HAWAII

Hawaii Educational Dissemination Diffusion System (HEDDS)
Office of Information and Telecommunication Services
641 18th Ave. C-204
Honolulu, HI 96816
(808) 735-3107
FAX (808) 737-5217

| | |
|---|---|
| **Principal Staff Members** | Dr. Mona Vierra, State Facilitator<br>Judy Becker, State Resource Teacher<br>Alma Nagao, State Resource Teacher |
| **Office Hours** | 7:30 a.m. - 4:30 p.m. |
| **Host Agency** | Hawaii State Department of Education Office of Information and Telecommunication Services |

**Highlights**

The Hawaii State Department of Education makes Chapter 2 discretionary grants available to both public and private schools for the implementation of NDN programs. The annual competition is initiated in October of each year, with an Awareness Conference. Grants are awarded at the end of the school year.

# IDAHO

State Facilitator, National Diffusion Network
Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
Boise, ID 83720
(208) 334-2186

| | |
|---|---|
| **Principal Staff Members** | Lianne Yamamoto |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Idaho Department of Education |
| **Highlights** | |

# ILLINOIS

national diffusion network

THE ILLINOIS STATEWIDE FACILITATOR CENTER

Statewide Facilitator Center
1105 East Fifth Street
Metropolis, IL 62960
(618) 524-2664
FAX (618) 524-2665

| | |
|---|---|
| **Principal Staff Members** | Shirley M. Menendez, Project Director |
| **Regional Directors** | Enno Lietz, Staunton (618) 635-2297<br>William Douglas, Princeton (815) 875-2096<br>Judith Longfield, Bolingbrook (708) 759-5829<br>Verne C. Kelly, Algonqiun (708) 658-8923 |
| **Private Schools in Cook, Lake, Kane, DuPage and Will Counties** | Anne Lorenzi, Chicago (312) 878-2476 |
| **Office Hours** | 9:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | Educational Service Region (Intermediate Agency)<br>Faye J. Hughes, Superintendent (Monroe-Randolph Counties) |
| **Highlights** | Special initiatives include |

- Collaborating with Educational Service Centers (ESCs) and/or Educational Service Regions (ESRs) for the delivery of inservice training
- Identifying Regional Directors in different geographic areas of the state
- Cooperating with the Private School Facilitator in working with private schools
- Establishing training in the exemplary programs in the NDN

# INDIANA

Indiana Facilitator Center
2829 George Street
Logansport, IN 46947
(219) 722-1754 or 722-2911 to leave message

| | |
|---|---|
| **Principal Staff Members** | C. Lynwood Erb, Director<br>Nancy Moss, Administrative Assistant |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | Logansport Community School Corporation |

**Highlights**

Assistance is provided to Indiana public and private (non-profit) schools that wish to adopt NDN programs. Such assistance includes consultations to aid in the selection of programs to meet local needs and providing consultants for training workshops. The IFC may be reached by calling 800/552-3388 (in-state).

# IOWA

State Facilitator
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3111
FAX (515) 242-5988

| | |
|---|---|
| **Principal Staff Members** | Michele Soria-Dunn, State Facilitator<br>Eileen A. Becker, Secretary (half-time) |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | Iowa Department of Education |

**Highlights**

The State Facilitator at the Iowa Department of Education coordinates awareness and training workshops for public and private schools, AEA's, colleges, and universities. Funding is provided to support training costs.

# KANSAS

Kansas State Facilitator
KEDDS/LINK
Administrative Center, South Building
217 N. Water
Wichita, KS 67202
(316) 833-4711
FAX (316) 833-4712

| | |
|---|---|
| **Principal Staff Members** | James H. Connett, Director<br>Ernestine Vernon, Facilitator Staff<br>Adelle Shain, Secretary |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | Kansas State Department of Education and Wichita Public Schools #259 |

**Highlights**

The Kansas State Facilitator delivers awareness, training, and follow-up three ways—face-to-face traditional method, satellite delivered video NDN broadcasts, and video tapes on a loaner basis, upon request to Kansas Educational Service Providers. The *NDN Education Programs That Work* and *NDN Satellite Video Broadcasts* catalogues are provided to Kansas Educational Service Providers. Technical assistance is available for staff development inservices on cost sharing basis to Kansas Educational Service Providers.

# KENTUCKY

Department of Education
Capitol Plaza Tower
500 Mero Street (1721)
Frankfort, KY 40601
(502) 564-6720
FAX (502) 564-6952

| | |
|---|---|
| **Principal Staff Members** | Barbie Haynes, Project Director |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | Kentucky State Department of Education |

**Highlights**

Annual Summer Seminars at Kentucky State Parks, sponsored by the Kentucky Facilitator Project, are the highlight of the summer for many Kentucky teachers. The Facilitator also provides newsletters, a lending library for awareness video tapes, materials, and other information sources on the availability of programs. Spring and Fall Retreats and Primary Training Institutes are also being scheduled for Kentucky teachers and administrators.

# LOUISIANA

State Facilitator Project
State Department of Education
ECIA Chapter 2 Bureau
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3375

| | |
|---|---|
| **Principal Staff Members** | Brenda Argo |
| **Office Hours** | 8:00 a.m. - 4:30 p.m. |
| **Host Agency** | Louisiana Department of Education |

**Highlights**

This project offers assistance to schools and school districts in identifying exemplary NDN programs to meet established needs. Funding assistance for program implementation is available on a limited basis. Awareness sessions are coordinated with statewide conferences.

# MAINE

the Center
MAINE CENTER FOR EDUCATIONAL SERVICES

Maine Facilitator Project
Maine Center for Educational Services
P.O. Box 620, 223 Main Street
Auburn, ME 04212
(207) 783-0833
FAX (207) 783-9701

| | |
|---|---|
| **Principal Staff Members** | Susan Doughty, Project Director<br>Elaine Roberts, Senior Program Manager |
| **Office Hours** | 8:30 a.m. - 4:30 p.m. |
| **Host Agency** | Maine Center for Educational Services |

**Highlights**

In times of tight budgets Maine schools are cutting their budgets to the bare bones. As a consequence the Main Facilitator Project's focus will be on projects that: are funded, can be paid for with Eisenhower funds and that we are subsidizing with grant monies. We continue to remind Maine educators that NDN is still one of the best low cost resources for educational effectiveness in the country.

# MARIANA ISLANDS (NORTHERN)

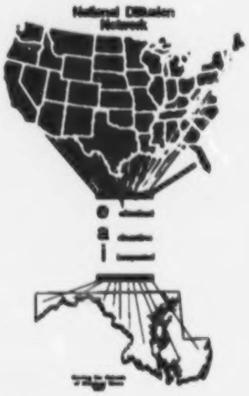
CNMI Public Schools
P.O. Box 1370
Saipan, MP 96950
(670) 322-4051/9823
FAX (670) 322-4056

| | |
|---|---|
| **Principal Staff Members** | Paz Younis, NM Facilitator |
| **Office Hours** | 7:30 a.m. - 4:30 p.m., Monday-Friday |
| **Host Agency** | Nonprofit, autonomous agency |

**Highlights**

The Northern Marianas Facilitator Project disseminates information to public and private schools through the distribution of flyers, brochures, and newsletters which are focused subsets of the programs existing in *Education Programs That Work*. The Project also sponsors awareness and training sessions and advertises these activities through brochures and direct contact with all the school systems. Schools wishing to receive training in specific projects may make recommendation to Northern Marianas Facilitator for island-wide workshops.

# MARYLAND



Educational Alternatives, Inc.
P.O. Box 265, Hardwood Lane
Port Tobacco, MD 20677
(301) 934-2992
Maryland Only (800) 924-9187
FAX (301) 934-2999

| | |
|---|---|
| **Principal Staff Members** | Raymond H. Hartjen |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Nonprofit corporation |

**Highlights**

Supporting the objectives of the Maryland School Performance Program has become the primary focus of this year's efforts. The Maryland Facilitator, with the assistance of other state agencies, has developed a list of NDN programs that support MSPP Learning Outcomes in Mathematics, Reading, Writing/Language Usage, Social Studies and Science.

NDN programs supporting each subject area is available in a mini-catalog. School Improvement Teams desiring copies of the catalogs, assistance in selecting programs and training in one or more models should contact our office for assistance.

# MASSACHUSETTS

Massachusetts Facilitator Project
The NETWORK, Inc.
300 Brickstone Sq., Suite 900
Andover, MA 01810
(508) 470-1080
FAX (508) 475-9220

| | |
|---|---|
| **Principal Staff Members** | Nancy Love<br>Mary Poulin |
| **Office Hours** | 8:30 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | The NETWORK, a private, nonprofit organization |

**Highlights**

The Massachusetts Facilitator Projects coordinates information services, training, and follow-up assistance to Massachusetts schools wishing to explore and/or adopt NDN programs. As local resources for staff development shrink, we are finding creative ways to provide services to schools, such as collaborative ventures with business, The Regional Laboratory for Educational Improvement of the Northeast and Islands, and other state and regional education agencies. We also work with individual schools to adopt multiple NDN programs over time as a vehicle for significant, sustained, school-wide renewal.

# MICHIGAN

Michigan State Facilitator
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-1807

| | |
|---|---|
| **Principal Staff Members** | Carol Wolenberg, State Facilitator<br>Merrilee Godek, Secretary |
| **Office Hours** | 8:00 a.m. - 5:00 p.m. |
| **Host Agency** | Michigan Department of Education |

**Highlights**

The State Facilitator's Office assists with the costs of trainers as long as funds budgeted for that purpose remain. Assistance must be for a full number of trainees and unavailable from other sources. Video teleconferencing is used as appropriate.

# MINNESOTA

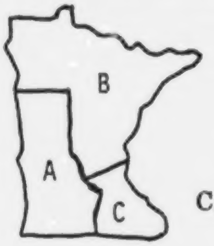
The EXCHANGE
CAREI - 116 U Press
2037 University Ave. SE
University of Minnesota
Minneapolis, MN 55414-3092
(612) 624-0584
FAX (612) 625-4880

| | |
|---|---|
| **Principal Staff Members** | Diane Lassman, Director<br>Barbara Knapp, Dissemination Coordinator<br>Debra Beach, Secretary |
| **Office Hours** | 7:30 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | University of Minnesota/Minneapolis Public Schools |

**Highlights**

The EXCHANGE operates the NDN Facilitator Project as part of an LEA-University collaborative center at the University of Minnesota: The Center for Applied Research and Educational Improvement (CAREI). The State Facilitator Project provides planning assistance to school districts in the identification and selection of appropriate NDN programs to meet needs. Staff coordinates logistics and cost sharing arrangements for inservice and program implementation. In collaboration with NDN Developer-Demonstrators, staff assist in evaluating program success. Educators interested in learning about an NDN program or arranging inservice may contact the Regional Facilitator that serves their region.

A. Dan Baun
SW & WC ECSU
SW State University
Marshall, MN 56258
(507) 537-1481



B. Ardyce Pederson/Fred Landis
HCR 3, Box 15
Chicago & Fifth
Staples, MN 56479
(218) 894-1930

C. Barbara Knapp
(612) 624-0584

# MISSISSIPPI

Mississippi Facilitator Project
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3498
FAX (601) 359-2198

| | |
|---|---|
| **Principal Staff Members** | Bobby Stacy, State Facilitator<br>Clara Wright, Secretary |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Department of Education |

**Highlights**

The National Educational Goals and the introduction of the Governor's bill "Better Education for Success Tomorrow (BEST)" have resulted in educational changes for the schools of the state. The curriculum is being reviewed with changes being made to meet the needs to today's students in all areas of education such as literacy education, mathematics, science, reading, special education, history, early childhood education, and others.

# MISSOURI

Missouri Education Center
State Facilitator Project
Columbia Public School System
1206 East Walnut
Columbia, MO 65201
(314) 886-2157 or 800-829-2226

| | |
|---|---|
| **Principal Staff Members** | Jolene Schulz, Director<br>Harriet Pearce, Educational Programs Coordinator<br>Melissa Naylor, Administrative Assistant<br>Jackie Stamper, Dissemination Specialist |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday and by appointment |
| **Host Agency** | Housed in an LEA |

**Highlights**

The Missouri Incentive Grant program offered by the Department of Elementary and Secondary Education may be used to implement NDN projects. The Missouri Education Center provides sample grants or "boilerplates" for individuals that want to implement a NDN project through the incentive program. Proposals are due at DESE in late April with award notices sent to schools in mid June. As of September 1, 1988, a state dissemination center was created and housed with the State Facilitator Project, which necessitated the name change from the Missouri Facilitator Center to the Missouri Education Center.

# MONTANA

Montana Facilitator Project
Office of Public Instruction
State Capitol
Helena, MT 59601
(406) 444-2736
FAX (406) 444-3924 DATA (406) 444-2068

| | |
|---|---|
| **Principal Staff Members** | Patricia B. Johnson, State Facilitator<br>Sandra Horpestad, Administrative Assistant |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday - Friday |
| **Host Agency** | State Education Agency |

**Highlights**

The Montana Facilitator Project provides information and technical assistance to 500+ school districts, private schools and other educational groups seeking ways to improve their program. Services focus on the areas of curriculum, staff development, and information access. Extensive resources are also available in the area of educational technology applications for instruction and management.

## NEBRASKA

State Facilitator Project Director
Nebraska Department of Education
301 Centennial Mall
P.O. Box 94987
Lincoln, NE 68509
(402) 471-3440

| | |
|---|---|
| **Principal Staff Members** | Elizabeth Alfred |

## NEVADA

NDN
NEVADA DEPARTMENT OF EDUCATION
400 West King Street
Carson City, NV 89710

Nevada Department of Education
400 W. King Street
Capitol Complex
Carson City, NV 89710
(702) 687-3187

| | |
|---|---|
| **Principal Staff Members** | Doris Betts, State Facilitator |
| **Office Hours** | 7:00 a.m. to 4:00 p.m., Monday through Friday, |
| **Host Agency** | Nevada Department of Education |

**Highlights**

The State Facilitator assists in the implementation of effective programs that support school districts and private schools in reaching their goals. Staff training and limited financial assistance is provided.

# NEW HAMPSHIRE

New Hampshire Facilitator Center
80 South Main Street
Concord, NH 03301
(603) 224-9461
FAX (603) 224-8925

| | |
|---|---|
| **Principal Staff Members** | Jared Shady, Director<br>Charlotte Moody, Secretary |
| **Office Hours** | 8:30 a.m. - 4:30 p.m., Monday through Friday; other hours by appointment only |
| **Host Agency** | School Administration Unit #5 |

**Highlights**

1. Full service facilitator center linking educators with NDN projects and funding sources;
2. Drop-in center to review and discuss NDN project materials;
3. Duplicating center to assist NDN projects, disseminate their curricula and training materials to adopters;
4. Training and office space for visiting D/Ds; and
5. Activity interfaces with State Department of Education staff to support adopter follow-up efforts.

# NEW JERSEY

Educational Information and Resource Center
606 Delsea Drive
Sewell, NJ 08080-9199
(609) 582-7000
FAX (609) 582-4206

| | |
|---|---|
| **Principal Staff Members** | Katherine "Kitty" Wallin, Director<br>Elizabeth Ann Pagen, Dissemination Coordinator |
| **Office Hours** | 8:30 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Educational Information and Resource Center (EIRC) |

**Highlights**

The New Jersey Facilitator staff offers the following services (which can be initiated merely by a phone call) to all public and private educators:

- presentations on NDN projects and/or services of Facilitator Project at statewide conferences, county curricula sessions or local district organization meetings
- mailing of print/video awareness materials on exemplary projects
- maintenance of a library of awareness and training materials available for 10-day loan
- arrangement of visitations to NDN in-state adopter sites
- coordination of training workshops
- suggestions for sources of funding
- follow up contact to ensure quality implementation

New Jersey educators and particularly Chapter I coordinators responsible for identifying and infusing critical thinking/problem solving into curricula will want to explore specific NDN programs. Additionally, content specialists for science, math, social studies and health will find NDN programs helpful as schools work to meet expanded state requirements and national educational goals.

# NEW MEXICO

DEEP Project
Onate Hall, Room 223
University of New Mexico
Albuquerque, NM 87131
(505) 277-5204
FAX (505) 277-7991

DEEP-diffusing exemplary educational practices

| | |
|---|---|
| Principal Staff Members | Amy Atkins<br>Holly Anselmo<br>Wendy Beach<br>Mary Buckelew<br>Mary Jane McReynolds |
| **Office Hours** | 8:30 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | University of New Mexico |

**Highlights**

Located on the campus of the University of New Mexico, Project DEEP facilitates NDN trainings for school districts. Awareness is offered through regional conferences. Trainings can carry university credit.

# NEW YORK

NEW YORK
THE STATE OF LEARNING

Chuck Weed
Albany BOCES
School Support Services
47 Cornell Road
Latham, NY 12110
(518) 786-3211

New York Education Department
Office of Federal Demonstration Programs
Albany, NY 12234
(518) 474-1280

| | |
|---|---|
| **Principal Staff Members** | Laurie Rowe, State Facilitator |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | New York State Education Department |

**Highlights**

The State Facilitator operates through a network of ten Regional Facilitators who maintain communication with local school districts. A satellite non-public school regional facilitator site has been established to assist non-public schools in the adoption of validated programs. Names and addresses of Regional Facilitators available on request. Regional facilitators assist school districts with awareness, grant writing, and program implementation technical assistance. The New York State Education Department makes competitive grants available to local educational agencies to cover initial training costs for the adoption of new programs. Proposals are due in the spring.

# NORTH CAROLINA

North Carolina Facilitator Project
North Carolina Department of Public Instruction
Division of Development Services
116 West Edenton Street
Raleigh, NC 27603-1712
(919) 733-7037
FAX (919) 733-3791

| | |
|---|---|
| **Principal Staff Members** | William F. (Bill) McGrady, State Facilitator<br>Ruth Sherrell Baker, Project Secretary |
| **Office Hours** | 7:30 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | North Carolina Department of Public Education |

**Highlights**

A two-day statewide Awareness Conference is held annually in February. Between 30 and 40 Developer Demonstrators provide awareness sessions for approximately 400 local school system personnel.

# NORTH DAKOTA

Department of Public Instruction
600 E. Boulevard Avenue
Bismarck, ND 58505-0440
(701) 224-2514

| | |
|---|---|
| **Principal Staff Members** | Charles DeRemer, State Facilitator |
| **Office Hours** | 8:00 a.m. - 5:00 p.m. |
| **Host Agency** | North Dakota Deptartment of Public Instruction |

# OHIO

Ohio Facilitation Center
The Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 611
Columbus, OH 43215
(614) 466-2979

| | |
|---|---|
| **Principal Staff Members** | Paula Knight |
| **Office Hours** | 8:00 a.m. - 4:45 p.m., Monday through Friday |
| **Host Agency** | Ohio Department of Education |

**Highlights**

The Ohio Facilitation Center is located in the Division of Inservice Education which coordinates staff development activities for all public and non-public schools in Ohio. The Facilitation Center is instrumental in providing assistance to all schools in adopting NDN programs that relate to local and statewide needs. The Facilitation Center also identifies and provides resources necessary for program implementation.

# OKLAHOMA

Oklahoma Facilitator Center
123 E. Broadway
Cushing, OK 74023
(918) 225-1882
FAX - (918) 225-4711

OKLAHOMA
FACILITATOR CENTER

| | |
|---|---|
| **Principal Staff Members** | Deborah Murphy, Director<br>Susan Custer, Admin. Coordinator<br>Judy Collins, Staff<br>Jackie Baker, Secretary |
| **Office Hours** | 8:30 a.m. - 5:00 p.m., answering machine after hours |
| **Host Agency** | Cushing Public Schools |

**Highlights**

The Oklahoma Facilitator Center's staff members are available to help schools in Oklahoma access all NDN programs and services. Services include:

- an annual statewide awareness/training conference;
- providing information concerning all NDN projects;
- presenting awareness of content-specific projects at state & regional conferences;
- facilitating adoption training workshops;
- developing in-state trainers for validated programs;
- matching local school needs with NDN programs and funding sources; and
- assisting locally developed programs in applying for state and national validation.

The *Education Excellence Newsletter*, published monthly, provides up-to-date information on upcoming activities.

# OREGON

Columbia Education Center
11325 S.E. Lexington
Portland, OR 97266-5927
(503) 760-2346
760-5592 - Telefax

| | |
|---|---|
| **Principal Staff Members** | Dr. Ralph Nelsen, Director<br>Dr. Robert Kremer, Program Administrator<br>John Nelsen, Program Specialist<br>Arnold Leppert, Program Specialist<br>Shirley Kremer, Admin. Asst.<br>Barbara Fitzgerald, Admin. Asst.<br>Jennifer Oldham, Secretary/Librarian<br>Barbara Tabachnick, Commun. Asst.<br>Deborah Wheeler, Program Asst. |
| **Office Hours** | 9:00 a.m. - 5:00 p.m. (Pacific time), Monday through Friday |
| **Host Agency** | Columbia Education Center (Nonprofit organization) |

**Highlights**

The Oregon Facilitator has been very active in developing a statewide cadre of leadership teachers (aka certified trainers) for selected D/D programs. Oregon facilitator staff place special emphasis on services to small-town and rural schools. Other areas of particular interest are gender equity, math/science/technology, special education, and social studies. Since 1987, CEC has been the initiating agency for several grant projects featuring selected D/D programs. Over $4,500,000 has been raised for teacher training projects serving Oregon and other western states.

# PENNSYLVANIA

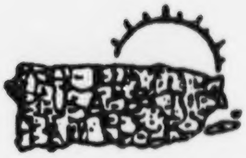
Pennsylvania State Facilitator
Research and Information Services for Education (R.I.S.E.)
725 Caley Road
King of Prussia, PA 19406
(215) 265-6056
FAX (215) 265-6562

| | |
|---|---|
| **Principal Staff Members** | Richard R. Brickley, Director |
| **Office Hours** | 8:30 a.m. - 4:15 p.m., Monday through Friday |
| **Host Agency** | Montgomery County Intermediate Unit |

**Highlights**

NDN Services are delivered through collaboration with (1) Intermediate Unit Curriculum Coordinators in all 29 Pennsylvania Intermediate Units; (2) the Pennsylvania Department of Education through the Commissioner of Basic Education: special initiatives such as the various conferences of the Division of Federal Programs, Chapter 1 initiatives in Early Childhood, science and Math through Title II and the Annual Curriculum and Instruction Conference provide means for significant SEA/NDN cooperation. Non-public schools are served through Staff Development Institutes and related systemic assistance.

## PUERTO RICO



Puerto Rico State Facilitator
Evaluation Division, 5th Floor
Department of Education
P.O. Box 759
Hato Rey, PR 00919
(809) 753-1645
(809) 758-4949 Exts. 2275; 2472

| | |
|---|---|
| **Principal Staff Members** | Iris Arbona |
| **Office Hours** | 8:00 a.m. - 4:30 p.m., Monday through Friday |
| **Host Agency** | Department of Education |
| **Highlights** | |

The Department of Education in Puerto Rico to date is a centralized educational agency. The State Facilitator networks for all adoptions with program directors (subject areas and non-academic), staff development assistants, and contact people from all the educational regions. It also provides a large and wide variety of information, and follow-up to adopted programs. Most NDN materials are translated into Spanish to ease adoptions.

## RHODE ISLAND

Rhode Island State Facilitator Center
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2638

| | |
|---|---|
| **Principal Staff Members** | Faith Fogle, State Facilitator<br>Mary Ann Iacbellis, Secretary |
| **Office Hours** | 8:00 a.m. - 4:30 p.m. |
| **Host Agency** | RI Department of Elementary and Secondary Education |
| **Highlights** | |

The RI State Facilitator Center provides technical assistance, primarily through in-service training, to school districts seeking to replicate exemplary programs. Assistance is also provided to help districts/schools match needs with programs, identify funding sources, coordinate resources, and plan follow-up activities after training occurs. Awareness presentations are given at local, state, and regional workshops and conferences.

# SOUTH CAROLINA

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201
(803) 734-8467

| | |
|---|---|
| **Principal Staff Members** | Peter Samulski, State Facilitator |

# SOUTH DAKOTA

State Facilitator
South Dakota Curriculum Center
435 S. Chapelle
Pierre, SD 57501
(605) 224-6708

| | |
|---|---|
| **Principal Staff Members** | Dr. Wendy A. Bonaiuto |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday - Friday |
| **Host Agency** | South Dakota Curriculum Center |

**Highlights**

The South Dakota State Facilitator is available to assist with the design and promotion of NDN awareness and training sessions. Funding is provided to support training costs upon approval of the state facilitator.

# TENNESSEE

Tennessee State Facilitator Project
2046 Terrace Avenue
University of Tennessee
Knoxville, TN 37996-3504
(615) 974-4165

| | |
|---|---|
| **Principal Staff Members** | Reginald High, Project Director<br>Lisa Hatmaker, Training Assistant |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | The University of Tennessee, Knoxville |

**Highlights**

T.S.F.P. staff attempt to serve as a connector between public and private educators and exemplary programs and projects deemed exemplary by the National Diffusion Network. They conduct awareness sessions, schedule inservice and preservice training, assist educators with needs assessments and provide information. They inform educators about centers and E.R.I.C.

# TEXAS

Texas State Facilitator
Education Service Center, Region VI
3332 Montgomery Road
Huntsville, TX 77340-6499
(409) 295-9161
FAX (409) 295-1447

| | |
|---|---|
| **Principal Staff Members** | Dr. Judy Bramlett, State Facilitator<br>Gene Jolly, Education Specialist<br>Karen Bennett, Secretary |
| **Office Hours** | 8:00 a.m. to 5:00 p.m., Monday - Friday |
| **Host Agency** | Regional Service Center |

**Highlights**

The Texas Facilitator makes grants available to education service centers (ESCs) to assist schools with implementation of NDN programs. Awareness of NDN programs is developed through state and regional conferences and through communication with private school contacts, as well as ESC contacts. Priority needs statewide are: parent involvement, thinking skills, at-risk students, writing, reading, mathematics, and gifted/talented. NDN programs will be valued as a resource for site-based, shared decision-making.

# UTAH

Utah State Facilitator Project
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7822

| | |
|---|---|
| **Principal Staff Members** | Ann Mayberry, State Facilitator<br>Cristi Denler, Assistant State Facilitator<br>Carla Worthen, Secretary<br>Sharon Francis, Secretary |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Utah State Office of Education |

**Highlights**

We provide awareness information and linkages with projects which can help meet district needs. Small assistance grants are available through the project, and we have assisted a number of districts in finding funds from other sources to aid in the adoption of some NDN projects. We have also assisted in arranging and conducting related training activities, some large and some small. Let us know your needs and we'll do our best to help.

# VERMONT

Trinity College
Colchester Avenue
Burlington, VT 05401
(802) 658-7429
FAX (802) 658-7435

| | |
|---|---|
| **Principal Staff Members** | Howard Verman, State Facilitator<br>Becky Lane, Project Secretary |
| **Office Hours** | 8:00 a.m. - 5:00 p.m. |
| **Host Agency** | Institute for Program Development, Trinity College of Vermont |

**Highlights**

The Vermont Facilitator Center provides educators with information, project description, and training in the adoption and on-going use of the programs of the National Diffusion Network. We can also provide consultation and referral for staff, curriculum development, or in-service presentation in all content areas.

# VIRGINIA

The Virginia Facilitator Project
The Education Network of VA
342[illegible] Surrey Lane
Falls Church, VA 22042
(703) 698-0487

| | |
|---|---|
| **Principal Staff Members** | Judy McKnight<br>Vicki Schultz |
| **Office Hours** | 8:30 a.m. to 5:00 p.m. |
| **Host Agency** | The Virginia Facilitator grant is jointly administered by the Virginia Department of Education and the Education Network of Virginia, a non-profit educational firm located in Northern Virginia. |

**Highlights**

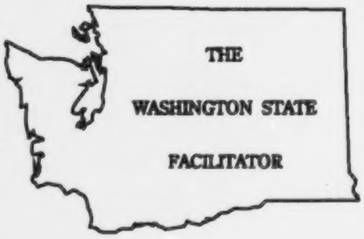
The Virginia Facilitator Project supports all Virginia educators interested in reviewing or implementing NDN programs. Limited financial assistance is available for new adoptions, follow-up, and the development of certified trainers.

# VIRGIN ISLANDS

Virgin Islands State Facilitator
Virgin Islands Department of Education
P.O. Box 6640
St. Thomas, VI 00801
(809) 774-0100, Ext. 211

| | |
|---|---|
| **Principal Staff Members** | Dr. Lois Habteyes |

## WASHINGTON



Washington State Facilitator
15675 Ambaum Boulevard, S.W.
Seattle, WA 98166
(206) 433-2453

| | |
|---|---|
| **Principal Staff Members** | Keith Wright, Director<br>Bill Guise, Assistant Director<br>Mary Ann Hopperstad, Administrative Assistant |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | Nonprofit corporation (housed in an LEA) |

**Highlights**

The Washington State Facilitator is the link between Washington educators and National Diffusion Network projects. Our services include sponsoring awareness presentations, maintaining a lending library of project materials, arranging training workshops, and assisting in finding support for implementation.

## WEST VIRGINIA

West Virginia State Facilitator
West Virginia Department of Education
1900 Kanawha Blvd. E.
Building #6, Room B-252
Charleston, WV 25305
(304) 348-2193
FAX (304) 348-0048

| | |
|---|---|
| **Principal Staff Members** | Cornelia Calvert Toon |
| **Office Hours** | 8:00 a.m. - 5:00 p.m., Monday through Friday |
| **Host Agency** | West Virginia Department of Education |

**Highlights**

The State Facilitator serves as a resturcturing/reform link between NDN's validated projects and West Virginia schools, LEAs, and Regional Education Service Agencies. Awareness and training sessions are conducted throughout the year, covering a wide diversity of educational topics. Additionally, the State Facilitator, through the Office of Federal Support, serves as a technical consultant, assisting individuals and teams in districts, schools and intermediate agencies in their specific grantwriting efforts. The Department's annual Leaders of Learning Conference, held each August, provides a superb showcase for NDN awareness events.

## WISCONSIN

Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 267-9179
FAX - (608) 267-1052

| | |
|---|---|
| **Principal Staff Members** | Will Ashmore, State Facilitator<br>Amy French, Program Assistant |
| **Office Hours** | 7:15 a.m. - 4:30 p.m. |
| **Host Agency** | State Education Agency |

## WYOMING

Wyoming Innovative Network System (WINS)
State Department of Education
Hathaway Building, Rm 246
Cheyenne, WY 82002
(307) 777-6226

| | |
|---|---|
| **Principal Staff Members** | Nancy Leinius, State Facilitator |
| **Office Hours** | 8:00 a.m. - 5:00 p.m. |
| **Host Agency** | Wyoming Department of Education |

**Highlights**

The Wyoming Project, WINS, seeks to respond to schools and districts working on effective schools models, with attempts to restructure schools to meet the needs of a global society. For schools/districts wishing staff training in one of the NDN innovative projects, WINS will fund travel and per diem expenses for training and implementation of a project. The district is asked to purchase supplies and materials for training and implementation, and the consultant fee if the developer of the project does not have funding for that expense. Other arrangements are possible depending on demonstrated need.

Project emphasis is on thinking skills, creativity and outcomes-based projects to meet the new state accreditation standards. Awareness sessions are best scheduled the first week in October when all subject areas meet for the Fall Conferences.

# PRIVATE SCHOOL FACILITATOR

Council for American Private Education
1726 M Street, N.W.
Suite 1102
Washington, DC 20036
(202) 659-0177
FAX (202) 659-0018

| | |
|---|---|
| **Principal Staff Members** | Dr. Charles E. Nunley, Director<br>Fay O'Brien, Assistant |
| **Office Hours** | 9:00 a.m. to 5:00 p.m. |
| **Host Agency** | Council for American Private Education (CAPE) |

**Highlights**

The Private School Facilitator Project was undertaken by CAPE to significantly increase the participation of the private school community in the NDN. The Project seeks to inform all private schools of the NDN and its potential value to them. It offers counsel and guidance to insure effective use of the NDN and, within guidelines, can offer practical assistance to certain schools who wish to adopt an NDN program or submit a program for NDN validation. The Project works in close collaboration with the national system of State facilitators as well as major private school organizations. Finally, the Project represents the perspective of the private school community to the NDN.

# SECTION A:

## Adult Education

Adult Performance Level Program (APL) A-4
* BES Adult Literacy Project A-1
* Comprehensive Adult Student Assessment System (CASAS) A-2
National External Diploma Program (EDP) A-4
New Jersey Youth Corps A-3

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| APL Program | 5 | A-4 | | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 1-2 |
| BES Project | 5 | A-1 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 2 |
| CASAS | 5 | A-2 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, CO, CT, DC, ID, IL, IN, KS, KY, MD, MI, MO, ND, NE, OR, SD, WA | 1-3 |
| National EDP | 5 | A-4 | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | CT, MD, NY, VA | 3+ |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

## BES Adult Literacy Project. A reading program for functionally illiterate adults.

**Audience** Approved by JDRP for functionally illiterate adults in the non-reader or beginning reader category (i.e., those reading below the 4.0 reading level).

**Description** The Project's instructional methods combine a problem-solving approach with a linguistic analysis of words, sounds, and sentences and a highly structured sequence of oral and written drills. Instruction is provided on an intensive basis over a twenty-week treatment cycle. All instruction is classroom-based and occurs within community centers and churches.

Students participating in the BES *Adult Literacy Project* have improved their reading skills to a statistically significant degree ($p<.05$) as measured by the Tests of Adult Basic Education (TABE), based upon the results of longitudinal and cross-sectional studies conducted with several cohorts of students.

**Requirements** Staff Development: 12 hours of intensive staff/teacher training is required by a BES teacher/trainer. Curriculum Materials: The BES curriculum is used during training and project implementation. The Curriculum Guide is packaged for dissemination. 10-12 hours of periodic visits are necessary to monitor trainees' development, model teaching methods, and to answer questions on implementation. Project staff is available to provide this ongoing support and technical assistance.

**Costs** Costs for the program are approximately $183 per student per year initially, but are reduced to $110 per student in subsequent years. For adopters who already employ paraprofessional staff, the costs could be as low as $20 per student.

**Services** Awareness materials are available at no cost. BES staff is available to conduct workshops and awareness presentations at the Project site or elsewhere. Potential adopters are welcome to visit the project by appointment.

**Contact** **Patricia Medina; BES Adult Literacy Project, 965 Longwood Avenue, Bronx, NY 10459, (212) 991-7310.**

Developmental Funding: Out-of-school Basic Skills Improvement Program; Adult Basic Ed. Act, Section 310 JDRP No. 85-4 **(2/26/85)**

## Comprehensive Adult Student Assessment System (CASAS).

CASAS

**Audience** Approved by JDRP for agencies that provide adult basic education, English as a second language, high school completion, and pre-employment programs for adults and secondary-level students.

**Description** CASAS provides learned-centered, competency-based assessment, curriculum management, and evaluation systems to education and training programs in the public and private sector. It was established by a consortium of agencies to provide appropriate assessment tools that are relevant to the life skills needs of adults in today's multi-cultural society. CASAS provides assessment to place students in programs, diagnose learners' needs, monitor progress, and certify mastery of functional basic skills, with an underlying measurement scale that ranges from pre-literate through high school completion level. Key components of the system are the CASAS Competency List, the CASAS Curriculum Materials Guide, training resources and implementation guides. These materials help agencies develop appropriate curricula and target instruction based on program goals and student needs.

**Requirements** Training is required in the use of the assessment system for placement, diagnosis, monitoring progress, evaluation, and certification. No additional teaching staff or facilities are required, but some additional clerical time is recommended. CASAS can be used with an optional microcomputer management system.

**Services** Awareness materials are available at no cost. Demonstration site visits can be arranged. Consultation and training are available at the expense of the requesting agencies and costs vary with the extent of implementation. Follow-up training and technical assistance are available to all adopting agencies and development of local leadership and certified trainers is emphasized. Materials cost varies with extent of implementation although start-up costs average $5 to $20 per student.

**Contact** **Patricia Rickard, Director; 2725 Congress Street, 1-M; San Diego, CA 92110, (619) 298-4681.**

Developmental Funding: California,
Section 310 of Federal Adult Basic Education Act

JDRP No. 84-6 **(3/20/84)**

**New Jersey Youth Corps.** **A full-time program combining academic instruction with community service, designed to provide dropouts with services not found in traditional adult education programs.**

**Audience** Approved by PEP for dropouts, age 16-25.

**Description** The New Jersey Youth Corps is a full time instructional and community service program for school dropouts, with the completion of a high school curriculum and employment as the ultimate goals for each student. Students spend a half day in academic instruction and a half day in community service work. A one-month orientation that includes academic and interest/aptitude assessment is followed by placement in community service work crew projects and continuation in basic skills classes.

The Youth Corps program uses an individualized instructional approach. Instructors diagnose skill areas and design a prescription for remediation in the form of an individual educational plan with career-related goals. Instruction and service interrelate, with new skills and experiences shared between the two components. The curriculum is driven by the General Educational Development Test (GED).

A Corps is typically staffed by basic skills instructor(s), an employability skills instructor, counselor(s), crew leader(s), job developer, coordinator, and project director. Staff are full-time and programs operate a minimum of five days per week, 12 months per year. Staff development, monitoring, and evaluation are integrated into the Youth Corps management.

**Evidence of Effectiveness** Data based on 5,000 participants over a five-year period support the claims that youth who participate in the program are three times more likely to receive a high school diploma compared to those in traditional programs; five times more likely to be placed in jobs or job training; and likely to complete four times the hours of participants in regular adult programs.

**Requirements** In addition to the core staff, a site outside the walls of public schools; a site that can develop its own identity is crucial. The learning environment must not replicate an environment that connotes a negative experience for youth. Staff training covering intake procedures, couseling, referral, training, and job placement is required. Also necessary is understanding of the GED testing requirements.

**Costs** A typical Youth Corps costs about $300,000 per year; an average of $2,000 to $3,000 per participant.

**Services** Staff training, monitoring for contractual compliance, and evaluation are provided on a regular basis.

**Contact** **Lynn Keepers; New Jersey Youth Corps; Division of Adult Education; 225 West State Street; Trenton, NJ 08625. (609) 777-0577.**

Developmental funding: New Jersey State Departments of Education, Community Affairs

PEP Approval Number: 90-10 **(2/9/90)**

**Adult Performance Level Program (APL).** **A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills. Approved by JDRP as a program for general English-speaking population over 18.**

**Description** Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to fill out job application forms, interview for a job, and construct a budget. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skill—oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or post-secondary education skills or skills in home management/maintenance. (Honorarium plus expenses.)

**Contact** **Elaine Shelton, 2606 Top Cove, Austin, TX 78704. (512) 444-3488.**

Developmental Funding: USOE BOAE

JDRP No. 75-13 **(3/25/75)**
Recertified **(5/15/79)**

---

**National External Diploma Program (EDP).** ***(Formerly the New York State External High School Diploma Program.)*** **A competency-based alternative high school credentialing program for adults. Approved by JDRP for English-speaking adult students over the age of 18.**

**Description** The American Council on Education has added to its offerings this alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. EDP provides adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as ACE's own General Education Development (GED). The program provides no instruction. It is an assessment system imbedded in a context of work or homelike simulations. The program has two phases. In the first phase, Diagnostic Assessment, the adult completes six diagnostic instruments which help her or him identify learning deficiencies in basic skill areas. If a deficiency is identified, the adult is given a learning recommendation and is sent into the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, generalized assessment. In this phase, the adult must demonstrate generalized competencies in the basic academic and life skill areas of communication, computation, self-awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms and to earn a regular high school diploma. Graduates of the program who were surveyed 10 months after they received their diplomas report an increased interest in continued learning, job promotions and raises, and increased self-esteem and self-confidence. Training workshop plus center materials and eight program manuals (contact the American Council on Education). Equipment required is ordinarily found in an educational setting. Staffing requirements may be met by reassigning existing personnel.

**Contact** Florence Harvey, Director, National External Diploma Program, The Center for Adult Learning and Educational Credentials, American Council on Education, One Dupont Circle, Washington, D.C. 20036-1193. (202) 939-9475.

Developmental Funding: USOE BOAE

JDRP No. 79-26 **(5/30/79)**

# SECTION B:

## Administrative Cooperative in Education

Administrative Cooperative in Education B-4

* Classroom Organization and Management Program B-1

* Program for School Improvement-PSI (The) B-2

Resident Supervisory Support for Teachers (RSST) B-4

Sharing Successful Programs B-3

Simu-School B-5

TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies B-5

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Admin. Coop. Ed. | 3 | B-4 | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | | | | None | 1 |
| Class. Org. & Mng. | 3 | B-1 | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | AR, CA, IN, KY, MP, OH, PA, SC, TN, TX, VT, WI, GUAM | 3+ |
| PSI | 2,3 | B-2 | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | | | | | | |
| RSST | 3 | B-4 | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | DC, OH, ME, NY, RI | 2 |
| Sharing Successful | 3 | B-3 | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | None | 3+ |
| Simu-School | 3 | B-5 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | <1 |
| TIPS | 3 | B-5 | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | KY, NJ, OH | <1 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

## Classroom Organization and Management Program. A program to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices.

COMP

**Audience** Approved by PEP for regular classroom teachers in grades 1-9. Also intended for administrators, regional educational labs, state departments of education, and school staff developers who wish to design and deliver professional development workshops.

**Description** The *Classroom Organization and Management Program* (COMP) is intended to supplement other professional development activities and provides the necessary foundational management skills on which other academic and instructional programs must build. COMP provides teachers with management ideas and materials and involves them in activities directly relating these to classroom management.

The program has three focuses: planning, implementing, and maintaining classroom management skills. Training workshops (which either train teachers directly or train trainers to bring skills back to school systems) demonstrate models of a process that can be implemented in a school's own professional development program.

Workshops cover such elements as assessment and problem identification, research-based content presentations (using vignettes, case studies, films, and simulations), and formulation of implementation plans (with emphasis on teacher roles, responsibilities, and tasks).

Learning materials include two commercially published books and teacher manuals which cover six modules: organizing the classroom, planning and teaching rules and procedures, managing student work, maintaining good student behavior, planning and organizing instruction, and conducting instruction and maintaining momentum.

**Evidence of Effectiveness** In evaluation studies, students who were in classes of teachers trained in the classroom management workshops made significantly higher gains on achievement tests than students in control group classes. Teachers who participated in training workshops used the effective practices to a greater extent, and students had significantly less off-task, less inappropriate and disruptive behavior, and had greater success in lessons.

**Requirements** All training must be conducted by certified trainers. Model 1 (Training of Teachers) requires release time for a 3-day workshop (2 initial, 1 follow-up) and the assignment of a local coordinator to schedule visits to teachers' classrooms where follow-up and peer support is requested. Materials must also be purchased.

Model 2 (Training for Trainers) requires release time for teachers or district personnel for five days for training, peer observation training, and practice with workshop materials. Materials must also be purchased.

Attendance of principals and other administrators at training sessions is highly desirable for both models.

**Services** In addition to print materials, the program provides training for either teachers or trainers of teachers, plus follow-up training in subsequent years. Training can be scheduled in various locations to reduce costs. Awareness materials available at no cost.

**Contact** **Carolyn M. Evertson, Classroom Organization and Management Program, Box 541 Peabody College, Vanderbilt University, Nashville, TN 37203. (615) 322-8100.**

Developmental funding: National Institute of Education, Arkansas State Department of Education, contributions from local school districts, Greeley (Weld Co.), CO, Kentville (Kings Co.) Nova Scotia.

PEP No. 89-9 **(5/11/89)**

## The Program for School Improvement (PSI). A program designed to assist schools in developing a shared governance process for making decisions about school-wide improvements in curriculum, instruction, staff development, re-organization, and action research

**Audience** Approved by PEP for teachers and administrators at all levels.

**Description** The *Program for School Improvement* (PSI) provides a framework of principles and premises for school improvement that has at its heart the condition that through collective choice and responsibility teachers share equally in decisions about school-wide leaching and utilize action research to evaluate the effects of these decisions upon students. The program aims to improve attitudes, achievements, and the quality of classroom and school life for all students; enhance the role of teachers as professionals in making instructional decisions; establish critical thinking and cooperative learning among school staff as they design implement, and evaluate programs for school improvement; and establish better links between universities and public schools in evaluation, planning, and research

**Evidence of Effectiveness** Participating schools demonstrate improved performance, as determined by each school's individual goals for: (1) students (e.g., reduced dropout and retention rates, increased number of dropouts returning to school or gaining employment, and improved student achievement, higher completion rates on required basic skill tests for graduation, improved student attitudes towards learning); (2) teachers (e g, increased conceptual thought and internal locus of control); and (3) schools (e g, improved organizational climate, more positive parent attitudes, and winning competitive state, regional, and national awards).

**Requirements** The organization of the work of PSI is through groups or clusters of schools. The make-up and size of these clusters and their school members may vary. PSI will help individual schools that are interested in participating find a cluster with which to affiliate. Schools within these clusters provide assistance and support to each other. Adopting schools commit to the premises of PSI including voluntary participation, establishment of a democratic decision-making process over instructional and curricular initiatives, collection of data to assess the progress and effects of these initiatives, and participation with other League schools to share experiences with colleagues by receiving guests, participating in meetings, and making presentations.

To begin the adoption process, each school sends a team of which a majority of its members must be teachers, to a two-day orientation and planning meetings. Following the meeting, team members convey to their colleagues the process of shared governance and the premises of PSI and its organization. An 80% favorable vote by the faculty is necessary for continued affiliation. Once a member of PSI, the school participates in a series of meetings, staff development, and support activities.

**Services** Awareness materials are available at no cost. Visitors are welcome at adopting school sites by appointment. An Orientation and Planning meeting is offered annually. Out-of-state awareness sessions may be arranged. Training is scheduled at a site convenient to the schools within a cluster. Training, implementation follow-up, telephone and mail consultation, access to a national resource data base, and materials are provided to adopters. Adopting schools are responsible for travel expenses and honoraria for trainers. Costs are substantially reduced by clustering. No special materials or equipment are needed to implement PSI.

**Contact** **Mary Lane Todd, University of Georgia, G-9 Aderhold Hall, Athens, GA 30602 (404) 542-2516**

Developmental funding University of Georgia,
BellSouth Foundation, Georgia Leadership Academy, local

PEP Approval Number 90-2 **(3/19/91)**

## **Sharing Successful Programs.** Statewide procedures for validating disseminating, and adopting educational programs.

SHARING SUCCESSFUL PROGRAMS

**Audience** Approved by JDRP for state education agencies that have funds to provide grants to local and/or intermediate school districts.

**Description** *Sharing Successful Programs* (SSP) is an adaptation of PEP/JDRP and NDN procedures for validating, disseminating, and adopting educational programs. Promising educational programs are identified and provided with evaluation assistance, and reviewed by an external panel of trained reviewers who judge if the program has convincing evidence of success. Validated programs are provided with small grants to provide awareness and training, and are given technical assistance in staff development techniques. School districts may adopt validated programs with local funds, or with funds secured by a grant process. A network of field agents helps school districts match needs with programs, and assists them in planning adoption strategies. SSP is composed of activities related to identifying exemplary programs, assessing the merit of those programs, preparing the staff of those programs to be effective in disseminating their programs, making programs available to school districts, and evaluating activities of the dissemination process. Implementing SSP can provide programs in four school districts for the same cost as implementing a development program in a single district.

**Requirements** Training will be conducted at the adoption site, and will require eight days spread over four sessions spaced over the course of a year, if the full dissemination model is adopted. Two to three trainers may be involved, although only two trainers will be needed for each session. The initial session will relate to structuring the field agent network, identifying promising practices, and planning training for evaluation consultants, validation panel members, and the field agents. The second session will concern implementation of validation procedures. The third session will concern provision of technical assistance to projects, and structuring grant programs. The fourth session will concern planning for evaluation of components of the dissemination process.

**Services** The New York State Education Department will receive visitors and conduct an awareness session at no cost; however, prior arrangements are necessary. Costs for awareness sessions at other locations are limited to travel expenses. Training materials will be provided at no cost. Travel expenses for training must be reimbursed.

**Contact** **Laurie Rowe, State Facilitator, or Richard L. Egelston, Coordinator of Validation, Room 860 EBA, New York State Education Department, Albany, NY 12234. (518) 474-2380.**

Developmental Funding: ESEA Title IV, ECIA Chapter 2, EESA Title II, New York State legislative funds.

PEP 88-19 **(11/1/88)**

## Administrative Cooperative in Education. **A multi-district cooperative program providing services to Chapter I teachers, students, and parents.**

**Audience** Approved by JDRP for administrators, teachers, intermediate service agencies and students involved in Chapter I projects.

**Description** The primary goal of ACE is to provide quality Chapter I services to rather sparsely populated rural districts, which are often too small to furnish all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher in-service and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan, evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations, is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school year and summer programs have been developed and instituted successfully through the combined efforts of the teachers across the districts.

**Contact** **Norman Ronell, Project Director; ESU #7 Chapter I Cooperative; 2657 44th Ave.; Columbus, NE 68601. (402) 564-4414.**

Developmental Funding: USOE ESEA Title I

JDRP No. 78-197 **(11/17/78)**
Recertified **(11/84)**

---

## Resident Supervisory Support for Teachers (RSST). **An instructional support alternative designed to improve classroom instruction by training school personnel to utilize a nonjudgemental, nonevaluative process.**

**Audience** Teachers, School Administrators, Supervisory Personnel.

**Description** *Resident Supervisory Support for Teachers* (RSST) is an instructional support process designed to improve classroom instruction by training existing school personnel to use an adaption of Robert Goldhammer's model with an emphasis on interpersonal communication skills, conferencing and data gathering techniques. The program helps teachers to capitalize on their strengths and compensate for weaknesses. It is designed to provide instructional support for effective, less effective, experienced and inexperienced teachers. This process may be utilized with instructors on all levels and disciplines (elementary, secondary, higher education). The ultimate goal of the training program is to provide each participating school with a cadre of peer coaches.

**Requirements** No special staffing or facilities are required to implement RSST. Persons interested in implementing the project must complete an initial two-day training session and a one-day follow-up session after implementation. The program is available for adoption by individual schools and/or school districts. Training manuals are $20.00 per copy.

**Services** Awareness materials are available at no cost. The project staff is available for awareness, training and/or follow-up at the adopter site. Individual technical assistance is available as needed. Costs for all services are negotiable.

**Contact** **Delores W. Hamilton, Director; Resident Supervisory Support for Teachers (RSST); 800 Euclid Street, N.W., Room 316; Washington, DC 20001; (202) 673-7708.**

Developmental Funding: USOE Title IV-C

JDRP No. 82-11R **(10/28/82)**

**Simu-School. A program using microcomputers for improved utilization of support personnel, more efficient recordkeeping procedures, and more accessible educational resources. An independent evaluation has shown that the library program reduces time required for check in, check out, overdue notice printing, and bibliography production.**

**Description** Automated Library System: A full-function microcomputer-based circulation and reference system for libraries with acquisitions numbering 5,000 to 100,000 or more. The system allows up to 30 subjects per book, supports multiple collections (hardback, softback, media, etc.), is optimized for speed, and has password protection for security. **Loans:** Identifies students by name or ID number. Checks for outstanding fines (optional) and overdue books. Displays title to allow confirmation of selection. **Returns:** Identifies volume by accession number. Reports outstanding fines (optional) and book fines (optional), if any. **Reference:** Supports searching by title, author, subject, or call number. Displays call number, author, title, publisher, copyright date, cost, accession number, and subject headings. Search produces exact match if one exists, otherwise, automatically finds closest match. Allows single-keystroke request for next or previous entry. Indicates if book is on the shelf or on loan. Allows single-keystroke changing of search domain (title, author, subject, or call number) while retaining identity of currently referenced item. **Reports:** Circulation activity, collection status (inventory), due and overdue notices by homeroom, and bibliography. **Item maintenance:** Special field allows you to determine how title is to be alphabetized. Requires an IBM PC/XT or equivalent (with hard disk). New PC network version allows simultaneous multi-user access.

Awareness materials are available without charge; demo disk, $5.00; standalone version for individual schools, $500.00 (discounts for LEA, REA, and SEA licensing).

**Contact** **William Dunklau, Director; Project Simu-School; 8160 San Cristobal; Dallas, TX 75218. (214) 327-6914.**

Developmental Funding: USOE ESEA Title III — JDRP No. 74-77 **(6/6/74)**

---

**TIPS: Teaching Individuals Positive Solutions/ Teaching Individuals Protective Strategies. A structured approach to teaching young people how to positively resolve conflict, to resist crime, and to protect themselves and their property. Approved by JDRP for fourth- and fifth-graders. Curriculum has been developed for use in grades K-8.**

**Description** This program was initiated by a request from the Director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program. TIPS is a ten-week intervention program aimed at both the perpetrators and victims of crimes. The basic assumption of the program is that increased knowledge about crime prevention concepts will lead to more positive attitudes toward them and, subsequently, to improved behavior in dealing with them. The goals of the program are to promote and maintain positive student attitudes and behavior, while teaching students to responsibly insure the safety and welfare of themselves and others.

Each grade-level curriculum is contained in a single manual ($7.50 each for grades K-5; $10.00 each for grades 6-8) that includes instructions for use, teacher information, reproducible student worksheets, and suggested supplementary information. Concepts presented are appropriate to the skill and reading level of each grade with more sophisticated materials added each year. Topical areas include positive conflict resolution; respect for rules, laws and authority; responsibility; and strategies in crime prevention. TIPS can be taught as a mini-course, a supplement to existing courses, an interdisciplinary unit, and as a focus for small-group discussion. Specific math, reading, and language arts skills are delineated for each lesson. Teacher-guided discussion is supplemented by student activities such as decision making, role playing, creative writing, vocabulary development, graphing, mapping and decoding.

**Contact** **Monika Steinberg, Program Director; TIPS Program, Educational Information and Resource Center (EIRC); 606 Delsea Drive; Sewell, NJ 08080. (609) 582-7000. FAX (609) 582-4206**

Developmental Funding: USOE ESEA Title IV-C — JDRP No. 82-21 **(5/12/82)**

# SECTION C:

# Alternative Schools/Programs

- * City-As-School (CAS) C-1
- Community Approach to Year-Round Education (C.A.Y.R.E.) C-7
- * DeLaSalle Model C-2
- Diversified Educational Experiences Program (DEEP) C-7
- Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children) C-8
- Focus Dissemination Project C-8
- * Graduation, Reality, And Dual-Role Skills (GRADS) C-3
- Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER) C-9
- Public and Private School Collaboration C-4
- * Supplemental Instruction (SI) C-5
- * Valued Youth Program C-6

---

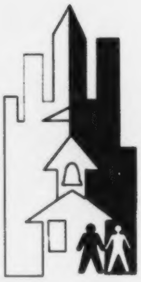
* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| City-As-School | 2 | C-1 | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | None | 3 |
| C.A.Y.R.E. | 3 | C-7 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | | ✓ | ✓ | None | |
| DeLaSalle Model | 2 | C-2 | ✓ | | neg | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | MO, PR | 2 |
| DEEP | 3 | C-7 | | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | KS | 3+ |
| EPSF-Migrant | 3 | C-8 | | | ✓ | | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | None | 2 |
| Focus Dissem. | 5 | C-8 | | | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 1-2 |
| GRADS | | C-3 | ✓ | | neg | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | neg | ✓ | ✓ | None | 2 |
| Pulic & Private | 4 | C-4 | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | | | | None | 3+ |
| Supp. Instruction | 5 | C-5 | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | IL, KS, MD, MN, NJ, NY, OR, PA, TN, ENGLAND | 3+ |
| Valued Youth | 2 | C-6 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 3+ |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

**City-As-School (CAS). An alternative high school whose primary curriculum objective is to link students with learning experiences throughout any size community. Approved by JDRP for high school students.**



**Audience** Validated by N.Y.S. and approved by NDN (U.S.D.E) for at-risk and gifted/talented adolescents in grades 9 through 12.

## Description

- An independent alternative high school which links students with hundreds of learning experiences throughout the community.
- Students spend up to 30-40 hours per week in learning experiences utilizing community resources of business, civic, cultural, social or political nature.
- Academic credit is granted for each learning experience successfully completed.
- Structured, student centered Learning Experience Activity Packet (LEAP helps to identify and evaluate discrete areas of instruction in each resource.
- Students attend resources for one cycle (9 weeks) or two cycles and receive credit or no credit rather than letter or numerical grades.
- Specialized, small classes support activities at community resources.
- Weekly seminar groups serve as forum for discussions of guidance, academic and social issues.

## Evidence of Effectiveness

- Improvement in attendance
- Increase in course completion rate of students
- Better attitude toward schooling, career, and adults
- Evidence derived from school records, pre- and post-test comparison of a control group and use of likert-scaled instruments.

**Requirements** Three days of inservice training sessions in curriculum development and initial and ongoing program implementation is provided by CAS trainers at participating site or CAS in New York.

**Materials** All forms used to develop resources, publicity reports, pamphlets, catalogs, recruitment posters, evaluation instruments and administrative materials included.

**Monitoring** Follow-up consultations are provided free of charge as an integral part of program implementation. Program evaluation services are also available in the form of a multi-facted guided self evaluation which can be administered at adopting or home site. The all inclusive fee is $1,500.

**Contact** **Bill Weinstein; City-As-School, 16 Clarkson Street, New York, NY 10014. (212) 645-6121 or (212) 691-7801**

Developmental Funding: USOE ESEA Title IV-C and NYC Board of Education

JDRP No. 82-13 **(6/10/82)**
Recertified **(2/87)**

## DeLaSalle Model. **A last chance alternative school for high school dropouts who are unable to be served by any other public or private school.**

**Audience** Approved by PEP for populations fitting the high school level (grades 9-12), with most students between the ages of 14 and 18. Students for whom the DeLaSalle Model is appropriate are those who have typically had poor or sporadic school attendance and low academic performance in their previous schooling.

**Description** DeLaSalle Education Center is a private not-for-profit agency which has served the greater Kansas City area since 1971. The goals of the fully accredited program are to increase school attendance, improve academic skills, and enhance self-esteem and educational attitudes in students who have dropped out of high school and have no other chance for completing an education.

DeLaSalle employs a variety of programming features and services within a comprehensive model to allow every youngster to be successful in his or her education. These include a supportive non-traditional school structure, a small student-teacher ratio, individualized learning, student contracting, intensive counseling, vocational skill training, and a diagnostic prescriptive teaching process.

These services are designed around a core academic curriculum which can be adapted to any ability or age level because of the individualized focus of the program.

**Requirements** While DeLaSalle Education Center has developed its own facility apart from any traditional school, the Model it has developed could be incorporated into an existing school program or within a common campus. Minimally, the Model would require a separate wing or floor to accommodate its special focus. Size of faculty and staff would depend on enrollment. Beside the need for high-interest, low-skill level materials for classroom use, appropriate materials and space for vocational classes, and faculty training and in-service, there are no substantial differences in outlay between conventional programs and the Model program.

**Evidence of Effectiveness** The DeLaSalle Model has been proven to improve students' attendance (relative to prior attendance at traditional schools), academic competencies, and self-esteem. Attitude changes have been evident while students are in the program, and improvements have been shown to be maintained long after program completion.

**Costs** Overall costs for implementation of the DeLaSalle Model are similar to costs in a public school system. Estimates for personnel and materials needed to serve 160 students: nine teaching positions, nine support staff, three days of training annually, office space, classroom and vocational equipment record-keeping and work supplies, testing materials

Additional support staff costs would vary according to the size of the implementation.

**Services** Initial awareness materials are available at no cost. Awareness and training sessions are available with costs to be negotiated, either at the home site or adoption site. Interested administrators are invited to visit DeLaSalle Education Center at any time. Adoption of the Model includes consultation and evaluation support for the first year.

**Contact** **Regina Hansen, DeLaSalle Education Center, 3740 Forest, Kansas City, MO 64109-3200, (816) 561-3312, FAX (816) 561-6106.**

Developmental funding: Mix of private and public funding (local and federal). PEP No. 88-20 **(7/21/89)**

## Graduation, Reality, And Dual-Role Skills (GRADS).

**The major goal of GRADS is to keep pregnant and parenting teens in school, with additional goals of encouraging good health care practices and helping young parents set occupational goals.**

**Audience** Approved by PEP for all pregnant and parenting teens, male and female, in grades 7-12 from city, exempted village, local, and joint vocational school districts in urban, suburban, and rural communities.

**Description** An important feature of the program is the 1,300 page Adolescent Parent Resource Guide, which provides the practical problems, concepts, and strategies which guide the development of skills in teenage parents. The guide discusses communication and skills necessary for effective decision-making in the teen family. It recognizes the stresses affecting pregnant teens, focusing on management skills required for teen family wellness.

Central themes of the guide and the curriculum (which emphasizes practical reasoning) are the perennial and practical problems of the adolescent parent at home, school, and work; the development of knowledge and skills to solve problems in real life, developing economic independence, building self-esteem, considering alternatives, judging consequences, scrutinizing decisions, and taking morally defensible actions. Audio visuals, textbooks, and supplemental texts are also part of the program. Regular GRADS classes are supplemented by seminars and individual projects. Teachers trained in the program serve one school or travel among three or four. An advisory committee seeks and implements community ideas and support among agencies, individuals, and other resources. Teachers also build strong relationships with students through home visits and visits with parents.

**Evidence of Effectiveness** Pregnant and parenting teens enrolled in the program are more likely to remain in school until graduation during pregnancy and after the birth of their children; they have also significantly increased their knowledge of positive patenting practices as measured by pre- and post-test instruments. Pregnant mothers are also more likely to deliver healthy babies than teens not enrolled in the program.

**Requirements** A vocationally certified consumer homemaking teacher must secure the resource guide and attend a two-day inservice training. Needed equipment includes student tables and chairs, a teacher desk, file cabinets, lockable storage, audiovisual equipment, and a telephone for private conversation available at all times.

**Costs** Considering costs for start up, training, materials, and teacher salaries, cost per student for the first year of the program are estimated at $642; for subsequent years, $618 per student.

**Services** In addition to training and materials, the project provides processes for monitoring and evaluation of the program's effectiveness. Awareness materials are available at no cost.

**Contact** **Sharon G. Herold; Ohio Department of Education; Division of Vocational and Career Education, Room 909; 65 South Front Street; Columbus, OH 43266-0308. (614) 466-3046.**

Developmental Funding: Comprehensive Employment Training and Administration.

PEP No. 90-08 **(2/9/90)**

## Public and Private School Collaboration. A program for students, the Connecticut Scholars Program. A collaboration for the purpose of providing an opportunity for advanced residential study for academically promising urban school students.

**Audience** Approved by JDRP for high school students grades 10 and 11, who have demonstrated high academic achievement and motivation.

**Description** Public Private School Collaboration makes connections and makes connections work. Where public and private schools have not traditionally joined forces, they do so within a collaborative framework. This allows them to apply their finest resources to meet significant needs. It also allows them to gain the support of leading corporations and foundations as well as research institutions and museums as they seek to respond to those needs.

The developer demonstrator has engaged in this work for over ten years. In Connecticut Choate Rosemary Hall (a private boarding school) and the Connecticut Association of Urban Superintendents sponsor a five week program of advanced residential study for students from Connecticut's 13 urban school districts. They have been joined by distinguished corporations (from AT&T to Xerox) and noted research institutions (from Brown University to the federal Star Schools Program). Students study topics ranging from Advanced Astronomy to Vectors and Matrices. They return to their schools encouraged by their accomplishments. Many other collaborative activities have flowed from this initiative and include programs for students and teachers alike.

Importantly, a collaboration does not have to involve a boarding school, urban schools or huge foundation grants. It does require the full participation of public and private school partners, definition of genuine need and the commitment to work together to find and apply resources to meet that need.

After three and a half years adoptions are now under way from Maine to California. They can be found in boarding schools, urban public high schools, day schools, elementary schools and more.

Winston Churchill said that opportunity seeks not a "seat but a springboard." That is just what this program supplies.

**Requirements** All program components are transportable for either adoption or adaptation. Given the nature of the program it possesses a particular amenability to replication in varied contexts and on varied scales. The major component of the program required for replication is the collaboration between public and private schools, or organizations of public and private schools, or either of these with the inclusion of a state education agency. Orientation of the program to a specific area is helpful. Implementation of the program or model involves five steps: (1) formation of a collaborative training group; (2) assessment of the academic needs that will form the basis of the program; (3) preparation of a proposal, for both academic and fund raising purposes; (4) acquisition of sufficient funding; and finally, (5) initiation of the program. Larger scale programs could be mounted within one year and smaller scale programs could be established within six months. Adoption costs are estimated to be $1,200 per student for a five week non-residential program and $2,000 per pupil for a five week residential program. The adoption costs will vary on the basis of the term and scope of the program. Programs of lesser duration may cost considerably less.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at the project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Implementation and administration materials are available to adopters (costs to be negotiated).

**Contact** **William Bagley, Director; Office of Public Private Collaboration; Choate Rosemary Hall; Box 788, 333 Christian Street; Wallingford, CT 06492. (203) 269-7722 ext. 313.**

Developmental Funding: Private sources JDRP No. 86-25 (**9/10/86**)

## **Supplemental Instruction: (SI).** A program to improve academic performance and retention rate.

**Audience** Approved by PEP for freshman and sophomore students in high-risk entry-level college courses.

**Description** *Supplemental Instruction* (SI) is a model of student academic assistance used in higher education that targets high-risk courses rather than high-risk students. SI operates on an outreach rather than a drop-in basis in regularly scheduled, out-of-class study sessions held in proximity to the class. Targeted courses are entry-level courses which have demonstrated 30% unsuccessful enrollments (D and F grades, as well as withdrawals). The program is non-remedial and available to all students enrolled in a targeted course.

Campus program directors (SI Supervisors) identify, hire, and train students (SI Leaders) who are deemed content-competent by the faculty member teaching the targeted course. These SI Leaders demonstrate "model student behavior" by actively attending all class sessions, taking notes, and reading all assigned material. These SI Leaders schedule and conduct three or four 50-minute SI sessions per week at times indicated convenient by the majority of the enrolled students. SI integrates learning strategies with course content. Using the course content as a vehicle for learning skills development, SI provides opportunities to discuss the vocabulary of the discipline and complex concepts, organize course material, and practice good questioning in an assessment-free environment. Students who participate in SI earn a higher mean course grade than students who do not participate, including those in a motivational control group (students who desire to attend SI but cannot attend because of schedule conflicts). Differences in performance patterns between SI and non-SI groups are evident regardless of past academic performance. The rates of unsuccessful enrollment (percent of D and F grades and withdrawals) for SI participants are lower than for non-participants. Therefore, rates of unsuccessful enrollment in courses where SI is offered are lower than they were prior to the addition of SI.

Implementation costs vary depending upon the availability of existing staff on the adopting campus who can obtain release time for the operation of this program. The adopting institution bears the cost of a two- to three-day training workshop (approximately $300 plus travel expenses) for the SI Supervisor. SI Leaders can be compensated through part-time wage funds, internships or work-study arrangements. An SI Leader spends an average of nine to ten hours per week on a three-credit course and earns approximately $650 per 15-week semester. SI Leaders are usually provided the course text and a means of printed materials duplication.

**Requirements** The *Supplemental Instruction* model is adaptable on a variety of campuses and is compatible with existing academic support programs such as learning or tutoring centers, Student Support Services, and Title III and IV programs. No special equipment is needed for implementation, although some duplication of printed material is helpful. A minimum of one full-time professional staff member is needed to maintain the SI program on campus. Programs targeting a large number of courses may require additional staff.

**Services** The Developer/Demonstrator site will furnish complimentary awareness materials to those desiring more information on the model. Awareness conferences and training workshops are regularly scheduled at the developer/demonstrator site. A waiver of the training fee may be available to institutions committed to adopting the model. Developer/Demonstrator and Certified Trainers are available for on-site consultation and training. (The adopting institution covers travel expenses.) Potential adopters are welcome to inquire directly with the contact persons listed below.

**Contact** **Mary Gravina, (816) 235-1178 or Barb Adams, (816) 235-1313; University of Missouri- Kansas City; 5100 Rockhill Road SASS 206; Center for Academic Development; Kansas City, MO 64110-2499. FAX (816) 235-5156.**

Developmental Funding: University of Missouri-Kansas City

JDRP No. 81-33 **(12/7/81)**
Recertified **(9/85)**

## Valued Youth Program. A cross-age tutoring program designed to reduce dropout rates among secondary school children who are limited-English- proficient and at risk of leaving school

**Audience** Approved by PEP for students in grades 7-8.

**Description** The Valued Youth Program is unique in that tutors are limited-English-proficient students at risk of dropping out of school. When placed in a responsible tutoring role and supported in their efforts, tutors gain significant social and economic benefits. The program has three levels that incorporate all the major features of the model—philosophy, instruction, and support. The philosophical base consists of tenets such as all students can learn; all students, parents and teachers have a right to participate fully in creating and maintaining excellent schools; excellence in schools contributes to individual and collective economic growth, stability and advancement; and commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress, and evaluating outcomes. The instructional strategy incorporates five major components including classes for tutors; tutoring sessions; field trips; role-modeling; and student recognition. The support strategy involves curriculum, coordination, staff enrichment, family involvement, and evaluation activities.

**Evidence of Effectiveness** Student tutors participating in the program demonstrate a significantly lower school drop out rate than the comparison group and national rates; achieve significantly higher reading grades than the comparison group; show significantly greater gains on the Piers-Harris Self-Concept Scale than comparison students; and make significantly greater gains on the Quality of School Life Scale than the comparison group.

**Requirements** The model can be implemented by existing school staff. Five implementation guides (for the program administrator, the secondary principal, the elementary principal, the teacher/coordinator, and the elementary receiving teachers) are available. Materials also include an evaluation handbook and workbooks for each tutor in the program. While the materials provide the basics for adopting the program, schools are encouraged to plan adjustments in implementation. Elements critical to t success of the program include weekly classes for tutors with a minimum of 30 sessions per school year, a minimum age and grade difference of four years between the tutor and tutee, provision of a stipend, a flexible curriculum based on students' tutoring and academic needs, and a project stall dedicated and committed to the program's success. A minimum of ten training and technical assistance days are required.

**Costs** Cost per student/user (based on 25 tutors and 75 tutees) ranges from $150-$250, including tutor stipends, recognition awards, staff training, technical assistance, and evaluation.

**Services** In addition to training, technical assistance, materials, and evaluation, follow-up consultation is available.

**Contact** **Maria del Retugio Robledo, Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. (512) 684-8180.**

Developmental funding: Coca-Cola USA and
USDE Office of Bilingual and Minority Languages Affairs.

PEP Approval Number: 91-23 **(4/8/91)**

## Community Approach to Year-Round Education. (C.A.Y.R.E.).

**Designed to meet student learning needs effectively through the use of an alternative calendar.**

**Audience** Approved by JDRP for grades K-8. This program has been used in other settings for grades 9-12.

**Description** The 45-15 year-round calendar assigns the student population into four groups. Each group attends schools for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33% more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

**Contact** **Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.**

Developmental Funding: USOE ESEA Title III No. 78-160 **(3/15/78)**

---

## Diversified Educational Experiences Program (DEEP).

**A new method of organizing and managing an academic classroom.**

**Audience** Approved for the apathetic learner, the "discipline problem," the poor attender, and the potential dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, talented, and creative learner.

**Description** The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom is a workshop where students work cooperatively to complete tasks. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

**Contact** **J. Connett, Director; Project DEEP, KEDDS/Link, Administrative Center, South Building, 217 N. Water, Wichita, KS 67202. (316) 833-4711.**

Developmental Funding: USOE ESEA Title III JDRP No. 76-82 **(6/23/76)**

**Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children). A program designed to prevent early school failure in migrant children. Approved by JDRP as a screening and curriculum planning program for migrant children ages 4-6 in regular or short-term programs.**

**Description** The *Early Prevention of School Failure Migrant Program* is designed to determine the migrant child's strengths and needs. The goal of the program is to reduce the "at risk" factor by assessing needs and strengths and developing an appropriate program for each child. The project provides follow-up activities in kinesthetic, visual, auditory, expressive language, and receptive language. Appropriate program resources and effective teaching materials for large and small group instruction are available. Also the program has developed three parent components; they are (1) growth and development; (2) building school success; and (3) parent involvement in the school and with the child's educational process.

This program has provided on-going positive program research and evaluation results from 1974 through 1991. Teacher training workshops and program materials are continually updated. The developmentally sequenced concepts and literature based curriculum provides children with choices and teachers with a framework for integrating the school curriculum with effective program developed units, themes, center activities, language experience, and whole language instructional approaches to beginning reading and writing in both small group and total class arrangements.

**Contact** **Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (708) 258-3478.**

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 77-116 **(4/19/77)**
Recertified **(11/84)**

---

**Focus Dissemination Project. A successful secondary program for training teachers to deal with disaffected youth. Approved by JDRP for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.**

**Description** Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection. Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future. Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program. All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group. Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

**Contact** **Don May; Focus Dissemination Project; Human Resource Associates, Inc., Suite 200, 201 N. Concord Exchange, S. Saint Paul, MN 55075. (612) 451-6840. Toll Free number: (800) 345-5285.**

Developmental Funding: HEW: Youth Development Act

JDRP No. 74-74 **(5/29/74)**

**Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER).** **An education and health system for migrant children, preschool-12. Approved by JDRP as a program for migrant children, preschool through secondary, and teachers aides, nurses, counselors, and administrators.**

**Description** The Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Record (CLOVER) is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico, and the District of Columbia. Through the MSRTS/CLOVER the process of receiving, storing and transmitting health and educational information is available to all schools, education and/or health organizations that serve migrant children. Teachers, nurses, aides, administrators, and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children varies according to the established needs of migrant children at various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood, and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the physician's Current Procedural Terminology (CPT), 4th edition.

Awareness materials are available. Visitors are welcome at project sites by appointment, Monday through Friday 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter paying its own costs). If training is conducted out of the state of Arkansas, costs are to be negotiated. Quarterly workshops are held in February, May, August, and November.

**Contact** **Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Capitol Mall, Little Rock, AR 72201. (501) 371-1857.**

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 73-19 **(4/4-5/73)**

# SECTION D:

# Language Arts/Writing/Literature/Foreign Languages

* Ferguson-Florissant Writers Project D-1

* First Level Language (Kindersay) D-2

* Folger Library Shakespeare Education and Festivals D-3

* Hinsdale Central Foreign Language Program (The) D-4

Individualized Language Arts: Diagnosis, Prescription, and Evaluation D-7

* Profile Approach to Writing D-5

QUILL: Writing with Computers D-7

* TALK: Teaching Activities for Language Knowledge D-6

WR.I.T.&E.: Writing Is Thorough and Efficient D-8

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Ferguson-Florissant | 3 | D-1 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | MO, WY | 3+ |
| First Level Language | | D-2 | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | AK, AZ, CO, CA, FL, ID, IL, KS, KY, MN, MS, MO, NE, NJ, NM, NV, NY, OK, OR, PA, SD, VA, WA, WY | <1 |
| Folger Library | 3 | D-3 | ✓ | | | neg | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, CO, DC, LA, MA, MN, NY, PA, TX, VA, VT | 1 |
| Hinsdale Central | 4 | D-4 | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | ✓ | ✓ | ✓ | None | 2 |
| Indiv. Lang. Arts | 3 | D-7 | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | GA, IA, IN, MD, MO, MT, NH, NJ TX | 2 |
| Profile Approach | 3 | D-5 | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | OK, TX, WI, WY | 1-3 |
| QUILL | 3 | D-7 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | KS, LA, MA, RI, SC | 1 |
| TALK | 3 | D-6 | ✓ | | | neg | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | neg | | AS, CA, CO, CT, FL, GA, HI, IL, IN, ME, MI, NC, ND, NE, NY, OK, OR, RI, SC, VT, WA, WI, WV | <1 |
| WR.I.T.&E. | 3 | D-8 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | DC, GA, HI, MO, NJ, TX, VA | 2 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

# Ferguson-Florissant Writers Project. An inservice program to increase student writing achievement.

**Audience** The Ferguson-Florissant Writers Project is a five-day program approved by JDRP for teachers of students, grades 3-12, all ability levels and all subject areas. This program has been implemented K-12 in many districts.

**Description** The program's purpose is to improve the methods of teaching writing. Each day of the Writers Project includes review of current writing methodology; development of writing skills; and thorough practice of classroom instruction techniques. All project consultants are practicing classroom teachers who have extensive experience with the writing process in their classrooms as well as with demonstrating the writing process to teachers. Writing across the curriculum is a critical part of the Writers Project.

A key feature of the Ferguson-Florissant Writers Project is the Leadership Seminar. Teachers targeted as having leadership potential may participate in a Leadership Seminar approximately one year after Writers Project training. The development of local trainers enables a district to initiate a continuing writing improvement program.

**Effectiveness** Results indicate that students with trained teachers show statistical differences in their writing achievement when compared to students with untrained teachers. This teaching process is appropriate in all subject areas and in agreement with the most current educational research. Writing across the curriculum is a part of this program.

**Requirements** Five days training in the Ferguson-Florissant Writers Project is recommended; a minimum of three days is required for adoption. Up to 30 teachers/administrators may be trained at one time. A larger group requires an additional project consultant. Adoptors should target two or more key teacher leaders for the initial training. It is recommended that the teacher leaders attend a Leadership Seminar given in the Ferguson-Florissant School District (or if more cost effective at the local site) to prepare them for the role of trainer in their district. A training manual for each participant must be purchased. No purchase of new student materials is required. This program may be adopted by a single district or a group of districts that wishes to share one training site.

**Services** Awareness materials are available free of charge; awareness presentations are available on an expense-shared basis. The district requesting a Writers Project or Leadership Seminar provide the travel and per diem expenses (if training is conducted in the local district) or the participant's travel and per diem expenses (if the training is done in Ferguson-Florissant). Visitations are welcomed. Leadership Training Seminars are scheduled in late April or May in the Ferguson-Florissant School District (located 20 minutes away from St. Louis-Lambert International Airport). Arrangements may be made to conduct a Leadership Seminar at a local site. An elementary and secondary writing curriculum resource guide, THE DOUBLE HELIX, is also available for purchase (priced at $12 and $18.50, plus 10% postage, for the elementary and secondary editions).

**Contact** **Diane Scollay, Project Director; Ferguson-Florissant Writers Project; Ferguson Florissant School District; 1005 Waterford Drive; Florissant, MO 63033. (314) 831-4411.**

Developmental Funding: USOE ESEA Title II and VII

JDRP No. 82-26 **(5/26/82)**
Recertified **(5/86)**

**First Level Language (Kindersay). A program designed to facilitate oral language acquisition and an understanding of the basic language concepts and relationships needed to succeed in the more complex tasks of math and reading.**

**Audience** Approved by PEP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade, including those with developmental lags and learning disabilities.

**Description** The program is viewed as a basic part of a total language program and would naturally be accompanied by other informal language experiences. It provides a sequential curriculum and management system that provides for individual developmental growth and learning of basic language skills in conceptual language, auditory discrimination, and auditory memory. A child may work through as many as 72 lessons to reach advanced objectives. The step-by-step, closely sequenced lessons afford the child frequent experiences of success because higher level objectives are pursued when mastery of preceding skills is established. The curriculum is based on knowledge of developmental theory and cognitive growth. Lessons represent a three part continuum: receptive language, expressive language, and concept-related activities. The sequenced objectives are also presented in strands so that the child does not reach an impasse in instruction due to a particular area of difficulty. Instructional periods take place on a daily basis for a period of 20-30 minutes. Children are grouped for instruction depending on their determined starting levels; there are typically three to four groups in a classroom. The well-documented lessons describe procedures and are accompanied by appropriate materials.

**Evidence of Effectiveness** After one year in the program, participants demonstrated statistically significant and educationally meaningful gains relative to national norm groups and local comparison groups on three different measures of language-concept development.

**Requirements** The program requires no special staff or facilities. A maximum of one day of staff training is required.

**Costs** Cost for start-up per student is $5.40 for materials. Training costs are negotiable.

**Services** In addition to training and materials, follow-up technical assistance is available if necessary. Monitoring and evaluation procedures are also provided. Awareness materials are available at no cost.

**Contact** **Mary A. Felleisen; PRIMAK Educational Foundation; 38 North Waterloo Road (P.O. Box 701); Devon, PA 19333. (215) 687-6252.**

Developmental Funding: PRIMAK Educational Foundation. PEP No. 88-11R2 **(2/13/90)**

## Folger Library Shakespeare Education and Festivals.

**A program aimed at improving Shakespeare studies for young students and adolescents and their teachers.**

**Audience** Approved by the JDRP for students grades 4-12.

**Description** The *Folger Library Shakespeare Education and Festivals* project, an education program for grades 4 through 12, is devoted to the teaching of and learning about Shakespeare. The festival is not an enrichment activity, but rather a participatory approach that leads students to a thorough understanding of Shakespeare's works. For a festival, students study, prepare, and perform a scene (or group of scenes) for an audience of their peers. These student-actors then become the audience for other performing students. Through this interaction, the students meet Shakespeare in the most accessible and historically accurate way — in performance.

The training is a day-long workshop. Schools are encouraged to send site-based teams of educators, parents, and community members to the training. The target group is any and all of those elementary and secondary educators and classes currently studying Shakespeare and the humanities, primarily educators teaching in or administering English, language arts, humanities, and performing arts programs.

**Requirements** The *Folger Library Shakespeare Education and Festivals* can be replicated anywhere. The festival may involve one class, a whole school or several schools. The locations for a festival can be, and have been, as varied as a single classroom, an auditorium, a theater, a cafeteria or a playground. Participants are trained in the use of Folger Library instructional approaches and materials, which include a comprehensive manual on teaching Shakespeare by performance and on festival planning. Costs for the festival program depend on the level of involvement of school and community resources.

The Folger Library has made every effort to keep implementation costs to a minimum. The consultant fee for each one-day workshop is $300.00. Each training manual is $30.00, one per participant trained. Most trainings range from 15 to 30 participants. The adopting sites usually pay travel expenses and per diem for the trainer's food and lodging. Depending on funding and a site's financial needs, travel costs are sometimes negotiable.

**Services** Awareness materials available at no cost. Project site visits are welcomed, by appointment. Project staff is available for awareness sessions (costs to be negotiated).

**Contact** **Peggy O'Brien; Folger Shakespeare Library; 201 East Capitol Street, S.E.; Washington, DC 20003; (202) 544-7077.**

Developmental Funding: State Grants & the Folger Library JDRP No. 86-13 **(7/2/86)**

## The Hinsdale Central Foreign Language Program.

**A four year, sequential high school foreign language program designed to increase students' language proficiency and awareness of the value and benefits of foreign language study extending well beyond the high school and as an essential element of lifelong learning.**

**Audience** Approved by PEP for students in grades 9-12.

**Description** The Hinsdale Central Foreign Language Program provides a learning environment conducive to language acquisition and the development of cultural awareness; creates interest in further language study; develops goals and objectives communally; articulates within the department and with feeder schools; implements a variety of teaching strategies; conducts ongoing staff development; sustains effective departmental supervision; implements an enthusiastic public relations component; and maintains continuous intradepartmental communication regarding the effectiveness of daily and long-range activities. The program is not textbook or materials driven; any standard text may be adopted to achieve program goals. Daily, fifty-minute class periods exemplify the program's objectives of providing students a learning environment conducive to increasing achievement and developing interest in continuing language study. Elements of effective teaching are evident in daily and unit lesson planning. Learner acclivities are designed to allow for frequent, measured, graduated practice in communicative skills.

**Evidence of Effectiveness** Students participating in the program demonstrate significantly higher enrollment percentages than the comparison group and national averages; complete longer sequences of study than the comparison group; show significantly greater gains on standardized foreign language achievement tests than comparison students; and score higher on Advanced Placement Tests than the comparison group and national figures.

**Requirements** Familiarization with features such as the departmental philosophy, supervision, accountability, program evaluation, peer-counseling and public relations components can be achieved with one or two days of consultation. A complete curriculum guide is available, and no special facilities are necessary. A two-day inservice is recommended for start-up.

**Costs** Costs are the same as those normally associated with an increase in enrollment in an existing Foreign Language Department; if no department exists, the highest costs incurred will be for staff salaries. First year costs are $385 per student (25 per class), which includes personnel, in-service, equipment, and materials/supplies. Second year costs are estimated al $315 per student (2 classes of 25 students).

**Services** In addition to training and curriculum materials, follow-up consultation is available.

**Contact** **Pierre B. Simonian and Donna L. Watkins, Foreign Language Department, Hinsdale Central High School, 55th and Grant Streets, Hinsdale, IL 60521. (708) 887-1340 Ext. 285.**

Developmental funding: Local and state. PEP Approval Number: 91-5 **(2/19/91)**

## Profile Approach to Writing. A program providing a system for measuring student writing performance.

**Audience** Approved by the JDRP for all students grades 3-9.

**Description** *Profile Approach to Writing* provides a reliable system for accurate assessment of writing and meaningful feedback to students about their writing. The goals and objectives of the program are to

- increase objectivity and reliability of readers, thereby standardizing writing evaluation,
- reduce teacher grading time, and
- measure student writing performance

Central to the program are the Composition Profile, a holistic/analytic evaluation instrument, and the Extended Criteria. Both were developed for three populations, elementary, middle school/junior high, and high school.

The Profile contains five components, each focusing on an important aspect of writing and weighted according to its approximate importance for written communication. The Content component concerns the **inventio** of writing—having something to say. The Organization component addresses **dispositio**, or the rhetorical principles for arrangement. Vocabulary, Language Use, and Mechanics together deal with **elocutio**—the linguistic and mechanical principles for effective delivery of discourse.

Year-long studies conducted in the College Station Independent School District and the Bryan Independent School District found that using the *Profile Approach to Writing*,

- teachers grade more uniformly and objectively than with impressionistic methods,
- grading time is reduced significantly, yet students receive increased and more meaningful feedback with directive comments, and
- evaluation provides an effective means to promote and show student writing progress.

**Requirements** Essential to the implementation of the program is teacher training in the use of the Profile and Extended Criteria and in the applications of each. The program can be implemented across the curriculum to provide standard grading criteria. In language arts and English classes, the program aids instructors in teaching the writing process and in assigning grades for writing. In other subject areas, the program provides teachers with a guide for assessing writing assignments. It also reinforces the rules, conventions, and guidelines being taught in language arts. The program and the materials required for it can be transferred easily to other locations.

Staff Training (20 participants in a 6- to 30-hour workshop), $350.00; Travel and per diem expenses for one trainer (if needed), $340.00 (est.); Consumables, $10.00; Profile Package (pad of 100 profiles, 25 Criteria Cards, and Profile Guide), $30.00.

**Services** Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff is available for awareness sessions (cost to be negotiated). Follow-up services are available to adopters.

**Contact** **Faye Hartfiel, 1701 Southwest Parkway, Suite 102, College Station, TX 77840; (409) 764-9765. or Jane Hughey; 3037 N.W. 63rd St., Suite 153W; Oklahoma City, OK 73116 (405) 842-4021.**

Developmental Funding:
College Station Independent School District, in kind.

JDRP No. 86-32 **(10/30/86)**

## TALK: Teaching Activities for Language Knowledge.

**A program improving expressive and receptive vocabulary skills and language, grades K-3. TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning.**

**Audience** TALK was validated by the Joint Dissemination Review Panel for all elementary students grades K-3. Due to the current emphasis on oral language, TALK is now used in grades K-6, bilingual education, migrant education, special education, gifted education, and in some areas for adult education programs.

**Description** TALK was designed to improve the oral language skills of children kindergarten through third grades in lower socio-economic area schools where there is an established need. Although the original program began in a lower socio-economic school in Rockford, Illinois, it has been beneficial to children from all strata.

The methodology includes training a language specialist and participating classroom teachers of an adopting school district in the use of the TALK Manual and suggested materials. The language specialist conducts 30-minute oral language lessons twice each week in each participating classroom. In addition, participating classroom teachers utilize the TALK Manual of activities to conduct 30 minute follow-up oral language lessons twice each week. The approach encourages teachers to use a variety of techniques, implementing all modalities and utilizing positive reinforcement, as a means of stimulating oral language. A TALK Manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story telling, creative dramatics and puppets.

At the end of a six-month period, the teacher should be capable of interfacing TALK with the classroom instructional program.

TALK students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

**Requirements** The adopting district provides a speech and language clinician or teacher with a background in language development or reading, one hour per week for each classroom receiving TALK. The TALK program can be utilized by a classroom teacher if speech and language staff are not available. After language specialists and classroom teachers have been trained in the program, they can train other personnel in the local district. TALK staff assist adopting districts in evaluating the effectiveness of the program as it is implemented.

**Costs** Each language specialist and classroom teacher must have a copy of the TALK Instructional Manual, $50. A TALK Training Manual, $25, is suggested for each school district. TALK staff and Certified Trainers are available for trainings. Costs for these sessions are negotiable.

**Services** Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Demonstration sites are available for visitation in most states. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). One-day training sessions are conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Video tapes for awareness and/or training are available on a no cost loan basis. Statistical analysis of evaluation data is provided to all school districts submitting pre/post test scores to program office.

**Contact** **Stephanie Hendee, Project Director; National Training Network; 500 Coffman, Suite 204, Longmont, CO 80501. (303) 651-0833, Toll Free (800) 659-5004, FAX (303) 651-1044.**

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 **(7/11/79)**
Recertified **(1/85)**

## Individualized Language Arts: Diagnosis, Prescription, and Evaluation.

**A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.**

**Audience** Approved by JDRP for grades 3-6. Has been used with grades 1-2, 7-12, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition.

**Description** At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or revision techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record- keeping system permits students, teachers, administrators and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and materials.

**Contact** **Jeanette Alder, Project Director; 7418 Second Ave., North Bergen, NJ 07047. (201) 869-7516.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-55 **(5/23/74)**

---

## QUILL: Writing with Computers.

**Description** QUILL is a computer writing program that encourages students in grades 3-8 to use software for planning, composing, revising, storing, retrieving and printing written text. QUILL provides teachers with training and assistance to integrate the software into classroom writing instruction and writing in content areas. QUILL provides students with motivating writing activities in a structured, computer-based format, which allows for flexibility in addressing student ability and interest. QUILL provides teachers with tools to supplement and expand language arts and writing instruction, especially in the areas of expository and persuasive writing.

Intermediate level elementary students (grades 3-5) have significantly improved (p.<05) the quality of their expository writing, as measured by pre and post writing samples in comparison with a matched control group.

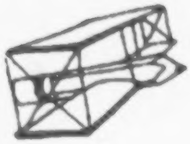
Quill training is done on an Apple IIe or GS computer using Bank Street WriterIII and The Wonderful World of PAWS. During one- to two-days of training teachers will:

- Learn to use word processing and typing tutorial software;
- Get new ideas for writing instruction;
- Develop computer-based writing activities for their classrooms;
- Use the computer to edit and revise their own work; and
- Gain confidence in word processing.
- Costs for all services will be negotiated.

**Contact** **Denise Blumenthal, or Cheryl Williams, The NETWORK Inc., 300 Brickstone Square, Suite 900, Andover, MA 01810. (508) 470-1080.**

Developmental Funding: U.S. Department of Education JDRP No. 84-10 **(3/30/84)**

## WR.I.T.&E.: Writing Is Thorough and Efficient.



**Description** Project WR.I.T.&E. is a K-12 writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing that is developmentally tailored to students' needs.

Project WR.I.T.&E. is a practical, classroom-level application of the writing process. It addresses the varying needs of primary, elementary, intermediate, and secondary levels. Project WR.I.T.&E. has three key elements: Curriculum, Training, and Support System.

- The K-12 curriculum is published as a Curriculum Guide, and is based on seven goals: Climate, Fluency, Audience, Writing Process, Writing to Learn, Literacy Skills, and Evaluation.
- The three-day staff training includes a published Teacher Handbook, and the support system is included in a Management Handbook for administrators. A Handbook of mini-lessons for skills, strategies, and classroom management is also included.

Project WR.I.T.&E. program costs include training workshop, instructional manuals, student composition books, student publications and an annual young author's conference. Initial installation cost per student (N=600) is $10.33.

**Contact** **Monika Steinberg, Project Director, Project WR.I.T.&E.; Educational Information and Resource Center (EIRC); 606 Delsea Drive; Sewell, NJ 08080 (609) 582-7000. FAX (609) 582-4206.**

Developmental Funding: ESEA Title IV-C JDRP No. 84-12 **(3/26/84)**

# SECTION E:

## Mathematics

CAMEL (Calculator Assisted Mathematics for Everyday Living) E-8

* Comprehensive School Mathematics Program (CSMP) E-1

Conceptually Oriented Mathematics Program (COMP) E-8

* Decision-Making Math (DMM) E-2

Diagnostic Prescriptive Arithmetic (DPA) E-9

* Effective Videodisc Instruction in Core Mathematics Concepts E-3

* First Level Mathematics (Kindermath) E-4

"GO-METRIC": A Supplemental Low-Cost Metric Curriculum E-9

HOSTS Math: Help One Student To Succeed E-10

Individualized Prescriptive Arithmetic Skills System (IPASS) E-5

Mathematics Achievement Program (MAP) E-10

Sound Foundations E-6

STAMM: Systematic Teaching And Measuring Mathematics E-11

* Success Understanding Mathematics (SUM) E-7

Team Accelerated Instruction: (TAI) Mathematics E-11

Title I Mathematics Computer Assisted Instruction (CAI) E-12

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| CAMEL | | E-8 | | | ✓ | ✓ | ✓ | neg | | ✓ | | | | | ✓ | | | | FL, IL, KY | <1 |
| CSMP | 4 | E-1 | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, CO, FL, GA, IL, MD, ME, MI, MN, MO, NE, NY, OH, OK, OR, SC, VA, WA | (K-1) 1<br>(2-3) 3<br>(4-6) 4+ |
| COMP | 4 | E-8 | | | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | AZ, SC | 1 |
| DMM | 4 | E-2 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, HI, MA, MT, NY, OR, SC | 1 |
| DPA | 4 | E-9 | | | | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | AK, ME, MO, MT | 2 |
| Effective Videodisc | | E-3 | ✓ | | | | | | ✓ | ✓ | ✓ | | | | ✓ | | | | None | <1 |
| First Level Math | 4 | E-4 | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | AK, AZ, CA, CO, FL, ID, IL, KS, KY, MN, MS, NE, NJ, NM, NV, NY, OK, OR, PA, SD, VA, WA, WV | <1 |
| GO Metric | 4 | E-9 | | | ✓ | ✓ | ✓ | | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | None | 2 |
| HOSTS Math | 4 | E-10 | | | | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | | | MT, WA | 3+ |
| IPASS | 4 | E-5 | | | | neg | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | None | 1 |
| MAP | 4 | E-10 | | | | | | ✓ | | ✓ | ✓ | | | | | | | | None | |
| Sound Foundations | | E-6 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | CA, IL, MI, NY | <1 |
| STAMM | 4 | E-11 | | ✓ | | ✓ | neg | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | neg | CO, GA, RI, SC | 2 |
| SUM | 4 | E-7 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AL, HI, IA, ID, KY, MN, MO, ND, NM, NY, SD, VA | 1 |
| TAI | 4 | E-11 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | neg | | ✓ | ✓ | ✓ | Variable | 1-2 |
| Title I CAI | 4 | E-12 | | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | None | 2 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

## Comprehensive School Mathematics Program (CSMP).

**An exciting, complete elementary-level mathematics curriculum with a focus on problem-solving and developing critical thinking as well as teaching basic skills.**

**Audience** Approved by JDRP as a complete mathematics curriculum for students of all abilities, grades K-6. CSMP students do better in applying mathematics to new problem situations and in using various reasoning skills. They learn traditional mathematics skills and concepts as well as or better than comparable non-CSMP students, and they show a higher level of enthusiasm and interest in mathematics.

**Description** An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more mathematics than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging.

A feature unique to CSMP is the use of nonverbal languages that give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome linguistic prerequisites. Other tools, such as the Papy Minicomputer, the hand-held calculator, various geometry tools, and random devices are used extensively throughout the curriculum to pose problems, explore concepts, develop skills, and define new ideas.

CSMP is flexible enough to facilitate whole-group, small-group, and individualized instruction. It is appropriate for all children including specialized audiences such as gifted, compensatory, and bilingual. It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationwide.

**Requirements** School systems and CSMP agree on an implementation plan that provides for the training of teachers, the evaluation of the program, and support services. The school system appoints a local coordinator who maintains contact with CSMP as a member of the CSMP Network.

**Services** Awareness materials are available at no cost. With advance notice, arrangements can be made for visitors to observe the program in use in a variety of sites. Project staff is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation and follow-up services are available to adopters.

**Contact** **Clare Heidema, Director, CSMP, 2550 S. Parker Road, Suite 500, Aurora, CO 80014, (303) 337-0990.**

Developmental Funding: USOE ESEA Titles III & IV, and National Institute of Education

JDRP No. 78-169R **(3/17/78)**
Recertified **(3/13/84)**

## Decision-Making Math (DMM). A program for improving students' capabilities in identifying, analyzing, and solving problems.

**Audience** Approved by PEP for students in 7th and 8th grade math classes and 9th grade General or Basic Math classes.

**Description** Decision-Making Math is a supplementary program designed to teach 7th, 8th, and 9th grade students a step-by-step plan in order to solve math problems successfully. DMM provides the teacher with an opportunity to isolate, teach, and then integrate into the curriculum, strategies that students need in order to solve problems both in and out of the classroom. A variety of methods is used to ensure understanding, such as: questioning and planning, interpreting and verifying, solving problems within a cooperative learning environment, organizing and manipulating data, and analyzing and applying solutions. All emphasis throughout the program and the training is on *process* rather than *solution*. DMM was developed by the Educational and Technology Foundation to meet not only the needs of students so that they will be powerful problem solvers and effective decision makers, but also the needs of the teacher who wishes to create a problem-solving climate in the classroom. Cooperative learning and alternative assessment techniques are stressed throughout the program. DMM is an evaluated program that has resulted in significant gains in student achievement as measured by the Comprehensive Test for Basic Skills (CTBS). The skill areas which are taught and applied in Decision-Making Math are currently recognized by foremost educational researchers as having critical importance for the nation's students.

Student Components of the program include.

- **Student Guide** which teaches students a four-step process of *Understand, Plan, Answer and Check*, while systematically guiding them through a series of problem-solving strategies.
- **Finding Facts** teaches students to draw facts from graphs, tables, charts, and maps. Students are then asked to develop, interpret, complete, predict, and compile data to design their own graphs.
- **Working After Graduation** presents students with a variety of career lessons so that they can see the applications of the math they are learning in the real world.
- **Working Together** has students working cooperatively using both mathematics and collaborative skills to solve non-routine problems.

All of these components are supplemented with a Teacher Manual, lessons plans, and a Supplement section which the teacher will find helpful when implementing the program.

**Requirements** DMM complements the regular math program. Adopting teachers must plan to use DMM for approximately one-fifth of their class time. They should attend a full day of inservice, acquire one complete set of curriculum materials per teacher, and be able to duplicate student lessons. Teachers will be able to evaluate student performance with a CRT. Analysis of the CRT results is provided by DMM for first-year adopters. A restructuring of the curriculum is not required for implementation.

**Services** The initial cost is the one-time purchase of the DMM Curriculum materials which includes the DMM Binder, 16 Student Workbooks, and 128 Strategy Practice Cards for $99.00. One-day inservice training is available and recommended. After the inservice, teachers are ready for classroom implementation. Additional costs include a consultancy fee, travel time, and travel and per diem expenses.

**Contact** **Co-Directors Laura Dunn and Kristine A. Shaff; Education and Technology Foundation; 4655 25th Street; San Francisco, CA 94114; (415) 824-5911.**

Developmental Funding: JDRP No. 87-10 **(6/1/87)**

## Effective Videodisc Instruction in Core Mathematics Concepts. A project designed to improve math achievement with diverse groups of learners by enhancing instruction through the use of videodiscs and print materials.

**Audience** Approved by PEP for students of all ability levels in grades 5-7, including remedial, mainstreamed, and mildly handicapped students.

**Description** The program enhances the ability of teachers to provide instruction in mathematics through the classroom use of videodiscs. The technology is used to emphasize prerequisite skills, providing systematic review and guided practice in small steps.

The teacher, using a handheld remote control, conducts the videodisc lesson while monitoring and supporting students. Videodisc demonstrations are briskly paced, with intensive questioning. Each lesson has five to seven major checkpoints; if students are experiencing difficulty, the teacher can provide additional guided practice through the videodisc. To ensure an emphasis on concept development rather than rote learning, two or three sets of parallel examples are available for reteaching.

The combination of quickly paced video demonstrations, intensive questioning, and increased presence of the teacher on the classroom floor all enhance academic learning time.

Each videodisc program consists of videodiscs, student workbooks, and a teacher's manual. Workbooks are primarily used for independent practice. During the interactive videodisc activities, most of the written student responses are made in notebooks. Student interaction is intensive, and demonstrations are rarely more than 30 seconds before a written response is required.

**Evidence of Effectiveness** Implementation of the program has consistently and substantively improved student achievement when compared with pre-existing instructional programs. The program has shown considerable strength in addressing the needs of low achievers and mildly handicapped students. The program has supported regular classroom teachers' efforts to teach special education in the regular classroom.

**Requirements** Color television and videodisc hardware are required to implement the program. No additional personnel are required. Training is provided in the cost of purchasing the materials.

**Costs** Most Grade 5 implementation would use the fractions and decimals program, with a total of four videodiscs containing intense instructional support for more than 50 hours of instruction. Higher grades would add the 40-hour, three-disc word problems program. The typical Grade 5 costs would be $2,600 per building (three to four fifth grade teachers) and include the videodiscs, teacher's manual, 35 fractions workbooks, 35 decimals workbooks, and permission to copy workbooks. Videodisc players are $400-$650, and a color television monitor is needed. As a volume discount, a free videodisc player will be provided with every seven discs ordered.

**Services** Staff development (included in the cost of materials) involves an initial two-hour training session and an individual follow-up visit with the teacher during the second week. Included in each videodisc program is a placement test to check on skills development, a tool which can be used for management and monitoring.

**Contact** **Alan Hofmeister, Technology Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT 84322-6800. (801) 750-3718.**

Developmental funding: Federal Office of Special Education Programs PEP No. 89-11 **(5/17/89)**

## First Level Mathematics (Kindermath).

**A comprehensive program in math fundamentals using concrete objects and actual physical operations for initial math instruction.**

**Audience** Approved by JDRP and PEP for children in their first year of mathematics instruction, kindergarten or first grade.

**Description** The program is diagnostic/prescriptive in nature, providing a sequential curriculum for individual developmental growth. The ninety lesson curriculum consists of the following nine components: same and different; patterns; sets zero to five; shapes; sets six to ten; numerals six to ten; signs; and addition/subtraction. Key elements of the program are developmental hierarchies, mixed instructional modes, and extended curriculum range.

The program has been designed to be used by both regular and special education teachers. Because it is available in Spanish, it is also appropriate for use in bilingual and ESL programs.

The entire program is also available for the computer. The 13-disk system is tutorial in nature, uses a voice synthesizer, and may be utilized without the assistance of the teacher.

As a result of participation in the program, children in their first year of mathematics instruction demonstrated statistically significant growth in knowledge of mathematics relative to national norms on three standardized tests of mathematics achievement.

**Requirements** Program may be implemented in an individual classroom, a single school, or a district. Teachers wishing to implement the program and management system should attend a training workshop, which is most often held at district or regional sites. Administrators and para-professionals are also encouraged to attend training sessions. A training tape, complete with training manual, is available for use by those who prefer this type of workshop.

One *Kindermath* kit is required per classroom. Software for the program (if desired) exactly matches the lessons in the original kit.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

**Contact** **Mary Alice Felleisen; 38 North Waterloo Road, Devon, PA 19333, (215) 687-6252.**

Developmental Funding: PRIMAK Educational Foundation

JDRP No. 84-1 **(1/24/84)**
Recertified **(2/13/90)**

---

## Individualized Prescriptive Arithmetic Skills System (IPASS). A computerized criterion-referenced testing and instructional program in basic mathematical skills utilizing microcomputers.

WE ALL PASS
ipass
WITH

**Audience** Approved by JDRP as a supplementary mathematics program for grades 5 and 6. Developed as, and is an ongoing Chapter I program.

**Description** IPASS was designed to increase the achievement of intermediate grade students in mathematics through the use of advanced technology in the form of microcomputers. IPASS employs microcomputers and specially designed software as an integral part of both instruction and the management of student progress in a compensatory education setting. IPASS is an efficient and highly cost-effective project.

IPASS includes locally developed criterion-referenced tests, instructional and management software, cross-referenced tests, cross-referenced instructional resource file, and guides for teachers and students. IPASS objectives can be used to supplement most mathematics curricula without modification.

IPASS is designed as a "pull-out" program in which the student receives two 30-minute sessions per week. IPASS can be adapted to a classroom or laboratory setting. A teacher or aide using two microcomputers can serve up to 40 students per week. Locally developed instructional materials can be integrated into the remediation process. IPASS is available for R/S TRS-80 models III and IV, R/S Color disk (32K) Apple IIe IBM/Compatibles. Cassette version no longer available. Adopted in more than 120 school districts in 20 states. Original funding Chapter I. Evaluation data is available upon request.

**Requirements** An approved microcomputer and printer must be available. A training program is required for school personnel implementing the program. No prior experience with computers is necessary.

**Costs** A fee of $250 is charged for the IPASS software, including computer programs, criterion-referenced tests, student profile sheets, instructional resource file, and procedure guides for teachers and students. One copy of these materials is included and permission is given to reproduce any and all of these materials and programs in quantities necessary for the adopting school district.

**Services** Demo diskette for IBM/Compatibles, Model III, IV and color Apple IIe available $20. Awareness materials available at no cost. Visitors are welcome at any time by appointment. Project IPASS staff members are available to explain and demonstrate IPASS both at in-state and out-of-state awareness meetings (cost to be negotiated). Training is conducted at the project site and is also available at an adopter site (cost to be negotiated). Implementation and follow-up services are available (costs to be negotiated). Telephone hot-line is available to adopter districts at any time during normal hours.

**Contact** **Robert R. Reynolds, Director; Project IPASS; Pawtucket School Department; Park Place; Pawtucket, RI 02860. (401) 728-2120.**

Developmental Funding: USOE ESEA Title I

JDRP No. 82-23 **(5/27/82)**
Recertified **(6/5/86)**

---

**Sound Foundations. A program developed to improve the achievement and attitude of high school remedial mathematics students by presenting concepts in the context of topics of interest to the age level.**

SOUND
FOUNDATIONS

**Audience** Approved by PEP for students and teachers in high school remedial, general, and basic skills math programs. Junior high schools and middle schools may also use the simulation in their seventh and eighth grade programs.

**Description** Sound Foundations replaces the traditional math curriculum for the target students but retains the traditional textbook for student practice. The program covers topics in the remedial math program by using a simulation format. Major topics include integers, rational numbers, graphing, measurement, geometry, probability, statistics, and consumer mathematics.

Sound Foundations is divided into ten milestones in a job simulation about a rock band: formation, equipment purchase, rehearsal, dance clubs, record sales, airplay, publicity, local concerts, away concerts, and the national tour. Students are given a budget of $41,000 and must use creativity, management skills, and math concepts to successfully guide the band financially. Managers receive quality points based on their decisions. Students learn new math topics as they are needed in the simulation and work independently of each other.

The program includes a student book, teacher's manual, five decks of activity cards, 111 daily quiz masters, transparency masters, and test masters. An annual exchange of ideas occurs every fall in a newsletter circulated to users of the program.

**Evidence of Effectiveness** Remedial math students using the program show a greater increase in mathematics achievement and a positive increase in attitude towards success in mathematics, learn not to stereotype math as a male domain, and elect more quantitative courses in high school. Female students demonstrate a more positive attitude toward the usefulness of mathematics. Use of the program has increased the percentage of students passing state competency tests required for graduation.

**Requirements** A training workshop is required. A careful mix of structure and informality is also encouraged in the classroom.

**Costs** Costs for the program are $11 for a teacher's envelope (which lasts for years) and $10 per student book (which is consumable).

**Services** Awareness materials are available at no cost. An annual newsletter, which serves as a network for users, is available at no cost. It is called *Feedback*.

**Contact** **Dr. Robert Gerver, North Shore High School; 450 Glen Cove Avenue; Glen Head, NY 11545. (516) 671-5500.**

Developmental funding: Local. PEP No. 90-05 **(2/6/90)**

## Success Understanding Mathematics (SUM). A comprehensive mathematics program which uses concrete objects and questioning techniques to develop understanding.

**Audience** Approved by JDRP for grades 2-6. The program also has components in use with grade 1.

**Description** The program was designed to increase the level of mathematics achievement of children who were achieving below the level expected. The project materials and teaching techniques are appropriate, however, with students of all ability levels. Direct instruction is emphasized to facilitate student interaction in their development of concepts. Teaching strategies described in project manuals are based on Jean Piaget's research about the way children learn mathematics, specifically elementary school children's difficulty with abstract thought and their consequent need for concrete materials. Teachers guide students to develop mathematics concepts as students move objects to solve problems. Computational algorithms are developed through recording the action. Drill follows but does not precede understanding. Some unique characteristics of *Success Understanding Mathematics* include:

(1) Program materials can be used with any commercial text.

(2) Planning for instruction is matched to student needs.

(3) Objectives for mathematical skills include a problem-solving strand.

(4) Criterion-referenced tests for the objectives and recordkeeping materials are available.

(5) Parent involvement and an on-going inservice program provide support for teachers.

Chapter 1 students have made proven advances measured by the mathematics batteries of the *Metropolitan Achievement Test* and the *Iowa Test of Basic Skills*. Mean annual gains scores have ranged from 6.6 NCE's (Normal Curve Equivalency) to 13.0 NCE's.

**Requirements** The program may be implemented by a teacher, school, supplementary program, or an entire district. Adopters will be invited to visit a demonstration site, to name a local project coordinator/contact person, to provide release time for teachers and administrators to participate in 1 or 2 days of pre-service training, to ensure that the key elements including the teaching strategies and on-going inservice will be implemented, to evaluate student achievement, and to provide information about the adoption.

**Services** Awareness materials are available at no cost. Project publications are furnished to adopters at cost. Visitors are welcome anytime by appointment at the project site. Project staff is available to attend awareness meetings. Training is available at project site or adopter site. (Costs to be negotiated.) One day pre-service training is required; two days pre-service training is preferred. One or two days follow-up implementation training scheduled three to four months later and a one day on-site follow-up visit at year end are recommended. (Costs to be negotiated.)

**Contact** **Kathleen Bullington, Project Director; Success Understanding Mathematics, Des Moines Public Schools; 1800 Grand Avenue, Room 317B, Des Moines, IA 50309. (515) 242-7860.**

Developmental Funding: USOE ESEA Title I

JDRP No. 80-55 **(2/11/81)**
Recertified **(1/85)**

## CAMEL (Calculator Assisted Mathematics for Everyday Living). **A curriculum to increase the computation and application skills of general mathematics students.**

**Description** CAMEL is an individualized two-year program for those students who have had little or no success in mathematics. These students usually have computational deficiencies that preclude their mastering many of the "living skills" concepts that are part of everyday life for most people. CAMEL is based on the premise that these students can and will learn these concepts if the amount of computations is reduced. Students in a CAMEL classroom use calculators to perform the computations necessary to learn and apply these concepts. Paper and pencil computations are not excluded by use of the calculator. The program includes eight computations modules that the students must work using paper and pencil if they cannot demonstrate mastery of the skill on a pretest. Paper and pencil computations should take less than 20% of the students' time. While CAMEL was developed for use in a regular classroom and is primarily used there, the individualized nature of CAMEL makes it appropriate for any group that is highly transient and not well motivated.

The CAMEL program can be implemented by any math teacher. Teacher-student ratio 1:30. A one-day training session is desirable but not necessary. Each student in the program should have access to a calculator. A set of CAMEL materials is required and consists of eight computational modules, 31 applications modules, and two applications review modules; teacher and manager manuals; complete set of pre- and post-tests with answer key. A management system to help the teacher is also part of the program.

**Contact** **Shirley M. Menendez, Ph.D., Project CAMEL, 1105 East Fifth Street, Metropolis, IL 62960. (618) 524-2664, FAX (618) 524-2665.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 82-5 **(2/17/82)**

## Conceptually Oriented Mathematics Program (COMP). **An outcome-based objective-oriented mastery learning mathematics program designed to meet the needs of all children. Approved by JDRP for students of all abilities, grades 1-8.**

**Description** The *Conceptually Oriented Mathematics Program* is an objective based, mastery learning mathematics program that provides sequential mastery skills with corresponding instructional materials to be mastered in the basic skills area of mathematics. It is designed to meet individual needs through small-group instruction. Inservice training includes effective classroom management techniques to improve teaching techniques. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through the use of materials organized into 25 instructional levels. Nine strands are developed for mastery in these 25 levels. Each level has been broken into two or more steps. Step Z in each level provides additional materials for the gifted and talented students. Critical thinking skills are developed throughout the 25 levels. All COMP math objectives are correlated to major math textbooks. Correlations are included in the COMP Guidebooks. The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students.

Key Elements: placement testing; teaching by objectives via COMP Guidebooks; and COMP Activity books; small-group instruction; criterion-referenced testing; computerized drill and application activities (Levels 1-12, Grades 1-5); cooperative teaching and planning; continuous progress for students; administrator involvement; school-community-parent relations.

**Contact** **L. Leon Webb, Director; Pat Solem, Staff Development Specialist, Lois Petersen, Secretary; 161 E. First St.; Suite 5; Mesa, AZ 85201. (602) 969-4880.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-114 **(12/6/74)**

## Diagnostic Prescriptive Arithmetic (DPA). **A basic arithmetic program with emphasis on developing, modeling and mastering the basic concepts and skills. Approved by JDRP for students functioning at grade levels 3-5.**

**Description** DPA is a process oriented program emphasizing the development and refinement of teacher modeling and questioning skills. DPA is an arithmetic program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned using the DPA Teacher's Manual, manual supplement, and other DPA resource materials. Each of the concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, recordkeeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials. DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Chapter I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered, and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation.

**Contact** **Bonnie Hawthorne, Kessler School District #2; 2420 Choteau; Helena, MT 59601 (406) 442-0150 or Sally Logan; 417 N. Main, Louisiana, MO 63353 (314) 754-5953**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-68 **(9/18/74)**
Recertified **(11/84)**

## "GO-Metric": A Supplemental Low-Cost Metric Curriculum. **A low-cost metric curriculum that supplements existing programs. Approved by JDRP for students of all abilities, grades 5-8.**

**Description** The unique design of "Go-Metric" provides interested metropolitan and rural school systems, as well as communities, with a model for incorporating metric education into existing instructional programs at minimal additional cost and with no additional personnel.

This innovative program includes an elementary and secondary curriculum for all pupils in the school population and identifies a range of teaching techniques involving the pupils in a variety of hands-on activities using metric equipment. Audiovisuals and games are also utilized to accommodate the special needs of all students. To provide additional in-depth understanding of metrics, the inservice requires teachers to participate in the same metric exercises that are used in the classroom. The curriculum is arranged so that it does not intrude on an already crowded schedule but enhances metric instruction as teachers integrate it into appropriate instructional areas.

**Contact** **John E. Roller, Director; "Go-Metric" Project; Tulsa Public Schools; 3027 S. New Haven; P.O. Box 470208; Tulsa, OK 74147. (918) 745-6481.**

Development Funding: USOE ESEA Titles III and IV-C

JDRP No. 78-195 **(8/10/78)**

## HOSTS Math: Help One Student To Succeed. A diagnostic/prescriptive /individualized approach designed for at-risk students.

**Audience** Approved by JDRP for remedial math instruction in junior high students.

**Description** HOSTS Math is a self-contained program which includes a diagnostic/prescriptive component which accurately places students in a precise sequence of math skills. Each youngster moves from one skill to the next as mastery is demonstrated. Teachers are provided with lesson plans for each skill which are designed to build a conceptual understanding before proceeding to the symbolic level of drill and practice. Material is offered in manageable segments with attainable goals for students. HOSTS Math is compatible with all major math basal series.

Complete lesson plans, student worksheets, tests and answer sheets are provided for paper and pencil work covering 18 strands. Fourteen computer disks, designed for the Apple II series computer are included for drill and practice as well as testing, along with a class management component and record keeping capability. The program specifies the use of manipulatives for each objective to provide the instructor with several options to encourage mental math, problem solving and development of higher order thinking skills.

HOSTS Math has been designed to offer several options to accommodate various learning styles and provide a fun-to-learn atmosphere for instructors and students.

**Contact** **William E. Gibbons, Chairman; 1801 D Street, Suite 2, Vancouver, WA 98663. (206) 694-1705.**

Developmental Funding: USOE ESEA IV-C, private JDRP No 82-8 **(4/9/82)**

---

## Mathematics Achievement Program (MAP). A pull-out remedial math program. Approved by JDRP for the educationally disadvantaged children, grades 2-5.

**Description** To help students overcome difficulties in computation concepts and application skills, eligible students are scheduled into centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher which insures daily instructional sessions without interruption of classroom math or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. The Chapter I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer.

Using a composite analysis of several criterion-referenced achievement tests, an individual Math Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interests and needs of each pupil. The Cross-reference Guide supplies information on materials available in every center to be used in remediation of a stated skill. Each MAP Learning Center is staffed with a certified elementary teacher and aide who serve about 62 pupils. Thirty-minute instructional sessions are conducted in small groups; teacher-pupil ratio 1/6.

**Contact** **John W. Williams; Mathematics Achievement Program; Chester Upland School District; 18th and Melrose Avenue; Chester, PA 19013. (215) 447-3865.**

Developmental Funding: USOE ECIA Chapter I JDRP No. 82-39 **(7/22/82)**

## STAMM: Systematic Teaching And Measuring Mathematics.

**A comprehensive outcome-based mathematics program for students of all ability levels. Approved by JDRP for students of all abilities, grades K-8.**

**Description** *Systematic Teaching and Measuring Mathematics* (STAMM) presents an elementary mathematics program that covers the curricula and the means necessary to assist in delivering NCTM's "Standards". Teachers can select from a variety of learning activities to provide for the needs of their students through a variety of concrete manipulatives, practice, problem solving, and enrichment strategies. STAMM provides students with varied opportunities to develop underlying concepts, and can be used in a variety of teaching styles (large group, cooperative grouping, departmentalization, individualized or labs). STAMM's flexible design fits into schools of all sizes and classroom structures. STAMM includes a management system which is organized around carefully designed learner outcomes. Student growth is monitored through post assessment strategies. Specifically, the program is delivered through the following STAMM materials: **Teacher Manual** (TM) - a resource book of *activity* oriented ideas to assist the teacher in delivering the learner outcomes. **Student Booklet** - a set of student materials from which a teacher selects activities as needed to enhance development and practice of the learner outcomes by the students *after* they have received initial instruction. **Student Assessment Booklet** - criterion-referenced assessments to provide information about the student's progress on the learner outcomes utilizing alternative testing strategies.

These STAMM resource materials have been created to complement the existing textbooks, manipulative materials, and teacher-made resources.

**Contact** **Larry Bradsby, STAMM Project Director; Jefferson County Schools; 1829 Denver West Drive, Golden, CO 80401. (303) 273-6630.**

Developmental Funding: USOE ESEA Title III

JDRP No. 76-87 **(6/23/76)**
Recertified **(12/84)**

---

## Team Accelerated Instruction: (TAI) Mathematics.

**Developed by R.E. Slavin and colleagues and approved by the JDRP for grades 3-6.**

**Description** *Team Accelerated Instruction* (TAI Math) is a program that helps teachers to meet the diversity of student needs within the math class. It combines quality interactive instruction with the power of cooperative learning to accelerate the achievement of all students, maximize teaching and learning time, enhance motivation and attitudes toward math, and improve students' social interaction.

Students receive concept instructions from the teacher in small homogeneous teaching groups. They then practice the skills learned in 4-5 member heterogeneous learning teams at their own pace on materials appropriate to their specific needs.

TAI Math instruction is organized into 13 paperbound non-consumable student books. Each classroom set of books contains a range from advanced addition to pre-algebra.

The program also includes comprehensive teacher materials which make it easy for teachers to plan, teach, and manage the math program effectively.

TAI has proven effective in five field experiments which involved random assignment of classes to TAI or control treatments. Differences between TAI and control classes in grade equivalent gains on the Comprehensive Test of Basic Skills Mathematics Computations had a median ratio of more than two to one.

**Services** Awareness materials are available at no cost. Training 1-2 days; follow-up advisable. Cost to be negotiated.

**Contact** **Barbara M. Luebbe, TAI Project Director, Center for Social Organization of Schools; The Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218. (410) 516-0370.**

Developmental Funding: NIE, OSE

JDRP No. 84-5 **(3/23/84)**

**Title I Mathematics Computer Assisted Instruction (CAI). A diagnostic/prescriptive pull-out mathematics program with students receiving 10 minutes of daily concentrated drill on CAI. Approved by JDRP as a mathematics program for Chapter I students in grades 3-6.**

**Description** Lafayette Parish had an effective diagnostic- prescriptive mathematics ESEA Title I pull-out program. In order to increase growth in mathematics, computer-assisted instruction was added to an already effective math program. The program is operated with close coordination of math-lab instruction and daily CAI drill. One day a week a Chapter I coordinating teacher provides individual instruction, where needed. The CAI program adjusts instructions to the level of the students and provides immediate feedback to the student. The CAI program provides daily, weekly, and monthly descriptions of progress and areas of difficulty which the classroom teacher can use to correct specific conceptual misunderstandings. Classroom instruction is imperative in providing conceptual understanding and remediation. Daily CAI drill provides the practice which Chapter I students especially need. This particular program was operated with 40 minutes a day of mathematics laboratory time and 10 minutes of CAI. Presently, it operates with 10 minutes a day of CAI and the services of a coordinating teacher one day a week. The particular program was devised by Computer Curriculum Corporation (CCC) of Palo Alto, California. The addition of CAI instruction produces significantly superior achievement when compared to standard mathematics laboratory instruction.

**Requirements** Math Lab-CAI can be adopted to supplement any regular program if 200 students are enrolled. Two to three days of inservice training are necessary. The project used Computer Curriculum Corporation Programs from Palo Alto, California. Correlation between your project and CCC must be established.

**Contact** **John E. Martin, Supervisor; Federally Supported Programs; Lafayette Parish School Board; P.O. Drawer 2158; Lafayette, LA 70502. (318) 236-6907,**

Developmental Funding: USOE ESEA Title I JDRP No. 82-46 **(9/29/82)**

# SECTION F:

## Multidisciplinary Skills

* CHAPTER 1 H.O.T.S.: Higher Order Thinking Skills Project F-1

* CLIMB: Coordinated Learning Integration - Middlesex Basics F-2

* Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3

Early Childhood Preventative Curriculum (ECPC) F-8

East Las Vegas Follow Through F-8

Enriching The Curriculum (ETC) F-9

Flint Follow Through: The School Effectiveness Model F-9

Goldsboro City Follow Through: University of Georgia Model-UGA (formerly RECEP) F-10

Gulfport Follow Through: University of Georgia Model (UGA) F-10

* IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking F-4

Interdependent Learning Model (ILM) F-11

Kenosha Model: Academic Improvement through Language Experience F-11

Leflore County (Mississippi) Follow Through Project F-12

* Outcomes—Driven Developmental Model (ODDM) F-5

Read-Write F-6

* Study Skills Across the Curriculum F-7

Student Team Learning (STL) F-12

Systems Approach to Individualized Instruction (SAII) F-13

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| CHAPTER 1 H.O.T.S. | 3 | F-1 | ✓ | ✓ | | neg | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | neg | | | AZ, CA, IL, IN, MA, MII, MN, MO, NC, NM, NY, PA | 3+ |
| CLIMB | 3 | F-2 | ✓ | | | neg | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AZ, IL, KY, MO, NC, NJ, NY, VI | 1 |
| CADPP | 3,4 | F-3 | ✓ | | | neg | | | ✓ | ✓ | ✓ | | | | ✓ | | neg | | AL, MS, NC, PA, TN, WA, WV | <1 |
| ECPC | 3 | F-8 | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | None | 3+ |
| East Las Vegas | 3,4 | F-8 | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | | | ✓ | WA | 3+ |
| ETC | 3,4 | F-9 | | | ✓ | ✓ | | ✓ | | | | | | ✓ | | ✓ | ✓ | | None | <1 |
| Flint F.T. | 3,4 | F-9 | | ✓ | | | | ✓ | | | | | | ✓ | | | | | None | 1 |
| Goldsboro City F.T. | 3 | F-10 | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | | | | None | 1 |
| Gulfport F.T. | 3 | F-10 | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | GA, ID, MS, SC | 3+ |
| IMPACT | 3 | F-4 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | None | 3+ |
| ILM | 3 | F-11 | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | None | 3+ |
| Kenosha Model | 3 | F-11 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 1 |
| Leflore County | 3 | F-12 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 3+ |
| ODDM | 3 | F-5 | ✓ | | neg | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | NY, TX, UT, WA | 3+ |
| Read-Write | 3 | F-6 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 1 |
| Study Skills | | F-7 | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | NE, NY | 1 |
| STL | 4 | F-12 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | CA, TN | 1 |
| SAII | 3 | F-13 | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | NH | 1 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## CHAPTER 1 H.O.T.S.: Higher Order Thinking Skills Project. An alternative approach to Chapter 1 for grades 4-6 in which compensatory services consist solely of higher order thinking activities.

**Audience** Approved by PEP for Chapter 1 students in grades 4-6 in both reading and math. This program has also been used successfully with Chapter 1 students in grade 7, learning disabled in grades 4-6, and gifted in grades K-2.

**Description** The project replaces traditional drill and practice activities and content instruction in compensatory programs with thinking activities designed to generate the gains in basic skills expected from Chapter 1 programs. Students' thinking abilities and social confidence are improved in the process. The goal is to provide students with conceptual skills to learn the more sophisticated content of the upper elementary grade levels the first time it is taught in the classroom. The program is conducted in a lab, equipped with Apple computers (Apple IIe, Apple IIgs, or Macintosh LC), with a detailed curriculum and a teacher trained in Socratic dialogue techniques. Computers are used to enhance motivation and improve students' ability to self-monitor their own comprehension. The latter is enhanced due to the computer's ability to respond to students' ideas as fast as they can think of them. A detailed curriculum provides dialogues to improve the key thinking skills of metacognition, inference from context, decontextualization, and information synthesis. Students' increased abilities to articulate ideas and engage in sophisticated conversations enhance their language use and ability to learn content, with gains in both reading and math. The program operates as a pull-out. Students are in the program for 35 minutes a day, four days a week, for two years. In the first part of the period, the teacher engages students in sophisticated conversations. Students are then given a challenge to solve using the computer. They later discuss their findings, approaches, and results. Students proceed through the program sequentially, with no management system and no grades. Teacher judgment determines the pace through the curriculum. Success is demonstrated by products generated by each student, how they articulate their findings, and the results they record.

**Evidence of Effectiveness** As a result of participation in the program, Chapter 1 students in grades 4-6 improved their performance in reading and math to a greater extent than national averages and control groups, while also improving thinking ability as measured by the ROSS and "Inference from Context" measures. Improved self-concept and improved participation in content learning in the classroom were also evident. Studies were conducted in 11 schools encompassing a wide range of ethnic characteristics.

**Requirements** The program requires a computer lab and an experienced teacher who is trained in shifting from teaching approaches such as lecturing, refereeing, and linear sequencing to Socratic coaching techniques. A week-long workshop is provided to train teachers in these techniques. Ongoing costs will vary according to the number of students; whether part- or full-time staff is used, and the amount of the needed equipment the schools already have. Compared to Chapter 1 programs nationally that use experienced teachers, the overall cost of this program is less, even taking equipment costs into account.

**Services** Awareness materials are available at no cost. Project staff is available to attend out-of-state awareness meetings and for training and technical assistance (costs to be negotiated).

**Contact** **Dr. Stanley Pogrow or Dr. Marty Haas, University of Arizona, College of Education, Tucson, AZ 85721. (602) 621-1305. FAX# (602) 621-9373.**

Developmental funding: U.S. Department of Education; Ford Foundation PEP No: 88-12 **(7/13/88)**

# CLIMB: Coordinated Learning Integration - Middlesex Basics. A management program K-12 to improve student performance in reading/writing and mathematics.

**Audience** JDRP approved for students of all ability levels K-12, including Chapter I, special education, migrant education, and ESL.

**Description** The goal of Project CLIMB is to improve the performance of all students in reading, writing, and mathematics through the following components:

A coordinated program of instruction produced by teachers which includes:

- **Skills Arrays**. Identifies reading and mathematic skills K-12.
- **Writing Package**. Integrates reading-writing-thinking skills across the curriculum.
- **Survey and Criterion Referenced Tests**. Diagnoses and evaluates student performance.
- **Simplified Recordkeeping System**. Monitors continuous student progress K-12.

Training which prepares staff to implement the program in reading/writing, and/or mathematics. Training includes:

- use of the curriculum package,
- correlation of adopting district's curriculum materials, testing, and objectives to CLIMB skills arrays,
- teaching strategies and techniques — Mathematics training incorporates the NCTM standards and provides a "hands-on" fun approach to math.
- procedures for classroom implementation,
- content reading and study skills strategies for all disciplines, and
- follow-up training designed to meet the needs of adopting districts.

A management design which coordinates and integrates personnel, materials, and services. Management design

- provides a design for communication between classroom instruction and support services;
- provides a system for coordination of instruction across grade levels,
- fosters a unified approach to achieve instructional goals, and
- delineates roles for project coordination.

**Requirements** Teachers and administrators participate in a two-day training for effective utilization for CLIMB curriculum and management design. A follow-up training session is recommended. Teachers must be supplied with the CLIMB curriculum materials. The program can be adopted in either reading/writing, and/or mathematics at any or all grade levels. The program can be adopted for the regular classroom, Chapter I, special education, migrant education, and gifted programs.

**Costs** Start-up costs are approximately $40 to $160 per classroom teacher for curriculum materials and supplies. Maintenance costs are minimal. Training costs are negotiable.

**Services** Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff is available to attend out-of-state awareness meetings. Training is conducted at project site or adopter site. Implementation and follow-up services are available to adopters. All costs are negotiable.

Contact **Helene M. Goodwin, Director; Project CLIMB; Middlesex Public Schools; Administration Offices; Kennedy Drive; Middlesex, NJ 08846. (908) 968-4494.**

Developmental Funding: NJ TEEA R&D, USOE ESEA Title IV-C

JDRP No. 81-44 **(1/28/82)**
Recertified **(9/85)**

**Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics.** A relational data base generating personalized educational plans (prescriptions) for students participating in a diagnostic/prescriptive approach to instruction.

**Audience** Approved by JDRP as a reading program for grades 3-9 and as a mathematics program for grades 3-7.

**Description** CADPP is an educational management software system that can assist teachers in the diagnostic/prescriptive approach to instruction. CADPP is not an instructional software program for students. The CADPP software is a relational data base for teachers and administrators to be used as an automated support/tracking system for diagnostic/prescriptive instruction.

The CADPP software includes three data base files that must be customized and loaded by the adopter. 1) A **skills file** with a capacity for 300 skills and concepts is one file in the data base. Adopters are encouraged to load their own locally and/or state mandated skills/concepts. 2) A **student file,** describing demographic and instructional data relative to the student is the second file of the data base. The student file holds records for a maximum of 100 students and records the child's name, age, grade, gender, reading level, and learning modality, if applicable. 3) An **in.structional materials file holds records** for a maximum of 1,600 activities related to selected skills. This file can include reference to locally purchased workbooks, computer software, audio-visual materials, games, teacher-made materials, etc. When the adopter has loaded the skills file, the student file, and the instructional materials file, a customized prescription or educational plan can be generated for each participating student.

The CADPP software is menu driven and requires no programming skills. Since CADPP is not copy protected, it can be copied for multiple users, in all curriculum and content areas. The program can be utilized by one classroom teacher, a total program staff, or district wide. It has been used to meet the guideline requirements of ECIA Chapter I and Migrant Programs, competency based education programs, standards of learning, and special education programs.

CADPP's program goals are to: 1) assist the teacher in providing diagnostic/prescriptive instruction via computer generated educational plans; and 2) insure average annual student gains of more than 5 NCE's in basic reading and mathematics skills. Program effectiveness at adoption sites has consistently documented a minimum of one half month gain per month of instruction, utilizing such instruments as the SRA Achievement Series, the California Achievement Test, and the CADPP CRT Series. Although the initial goal of the program was directed to the disadvantaged student, the current utilization of CADPP in 48 states, serving over 3,000 schools, has drawn the attention of other populations. CADPP has been implemented by Adult Basic Education programs, Special Education programs, correctional institutions, hospitals for interned children, and community/junior colleges.

**Requirements** The software operates on Apple II+, IIe, IIc, IIgs, and IBM compatibles. The program requires a minimum of 64K, two 5 and 1/4 disk drives, an 80 column card, a monitor and printer. On-site training can be completed in a minimum of 1/2 day.

**Services** Awareness materials (printed literature and a 45-minute video) are available at no cost. Demonstration sites are available for visitation by appointment. Project staff are available to attend out-of-state awareness meetings; conduct training at the adopter site; and to provide follow-up services at adoption site and/or through written correspondence and telephone consultation. No consultant fees are charged; however, costs are negotiated for travel and per diem. A fee of $249 is charged for the CADPP software, which gives the user unlimited rights to copy the system. Updates/revisions are forwarded at no extra charge. The CADPP Criterion-Referenced Test (optional materials) are available to adopters at cost.

**Contact** **Debra J. Roberson, Technology in Education Corporation, Inc., 3936 West 78th Court, #21, Merrillville, IN 46410. (219) 769-1712.**

Developmental Funding USOE ESEA Title I

JDRP No. 79-15 **(6/12/79)**
Recertified **(12/84)**

---

## IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking. A Staff Development Project to integrate critical thinking skills into and across content areas.

**Audience** Approved for students grades 6-9, and effectively used by teachers of students at all grade levels (K-college), subject areas, and ability levels, but especially with at-risk students.

**Description** Learning the mechanics of basic skills is not enough. Real competency requires training in critical thinking. IMPACT focuses on staff training to infuse the direct teaching of critical thinking into existing curriculum. IMPACT's instructional approach has three essential components: a framework of 22 critical thinking skills; a model lesson format; and 10 teaching behaviors that activate student use of critical thinking. The training materials model proven methods for associating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying Relevant and Irrelevant Information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly ($p>.05$) outperform similar control students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program. The IMPACT Universe of Critical Thinking Skills, 10 teaching techniques, and lesson format are presented in six consecutive sessions of the IMPACT Level I seminar. Sessions include:

- Review of literature and research. /Demonstration of technique
- Group interaction /Lesson simulation

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce thinking skills (e.g. cuing, probing, and reflection with wait-time). Trainees receive supervised practice for lesson reinforcement and integration. Following the seminar, participants further develop their skills by:

- Teaching the thinking skills listed in the IMPACT Universe of Critical Skills.
- Practicing the teaching strategies with their students.
- Observing each other teach IMPACT lessons in the classroom.
- Receiving/Reviewing feedback on the peer-observation findings.
- Creating original IMPACT based lessons.

Teachers easily integrate the three key IMPACT components into their instructional program by first adapting sixty model practice lessons based on either language arts or mathematics and then creating their own lessons. The curriculum materials, available only to IMPACT graduates, demonstrate both planning and instructional elements. The planning elements include: the identification of the thinking skills implicit in the standard curriculum, the prerequisite thinking skills, the behavioral objective, materials and equipment. The lesson design, based on the Hunter model, incorporates the instructional elements of Orientation, Direct instruction, Guided-practice and Closure.

**Requirements** IMPACT training occurs at two levels. For classroom implementation, the project recommends that a district enroll a team of at least two teachers and their site administrator in Level I training, an intensive 18-hour inservice (3-day) that models the infusion of the IMPACT approach. To become a Level II District/Site Trainer, a Level I graduate must have (1) been appointed by the district; (2) taught 20 IMPACT lessons; (3) filed a plan to disseminate IMPACT within the district for two years; and (4) completed a Level II seminar.

**Services** Awareness materials are available at no cost. With advance notice, arrangements can be made for visitors to observe the program in use at demonstration sites located nationwide. Project personnel is available to make out-of-state Awareness Presentations. Training is conducted nationally at the project site, adopter sites and pre-arranged advertised locations. Training registration fees are pre-set annually on the basis of pro-rated cost recovery. Technical assistance, follow-up and evaluation services also are available to adopters on a cost-recovery basis.

**Contact** **Current information about training locations and fees may be obtained by contacting Phi Delta Kappa; Eighth St. & Union Ave., Box 780, Bloomington, IN 47402-0789; (812) 339-1156; or S. LeeWinocur, Ph.D., National Director, IMPACT; Center for the Teaching of Thinking; 21412 Magnolia Street; Huntington Beach, CA 92646; (714) 964-3106.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 83-17 **(3/8/83)** 87-24 **(6/12/87)**

## Outcomes—Driven Developmental Model (ODDM).

**A comprehensive and systematic program for improving all facets of school operation to produce excellent achievement by all students.**

**Audience** Approved by the JDRP for all schools and students K-8. (ODDM will permit the inclusion of 9-12 staff in the training since it is equally applicable to them.)

**Description** The Johnson City Central School District (JC), having become dissatisfied with student achievement patterns and school improvement efforts, committed itself to a comprehensive redesign of its entire program. This redesign process, which came to be known as ODDM, employs a systematic change process that is applied to all facets of school operation (20 in all) such as instruction, curriculum design, climate, leadership and management, staff development, and the flow of communications. Change in each area of school operation is always based on the best research literature, since ODDM recognizes that the effective translation of theory and research into practice has been a significant problem for schools.

ODDM is, in essence, a master plan for improving all facets of school operation in order to produce excellent student achievement for all students. The plan calls for a school to "change fully on a small scale" since most school improvement efforts fail due to piecemeal and fragmented efforts. ODDM pulls the elements of good teaching, learning, and administration into an eminently usable model.

ODDM succeeded in improving the achievement of JC students. Achievement in reading and math, K-8, served as the two key indicators of success in all areas of learning. In 1976, only 44% of all eighth grade students scored six months or more above grade level in reading; in math, 53% scored at this level. By May, 1984, 75% of all eighth grade students scored six months or more above grade level in reading ($p>.001$). In math, 79% scored at this level ($p>.001$). These gains in student achievement have persisted. Morale, climate, and staff effectiveness have also improved.

ODDM is a program for making all schools more effective by insuring that the conditions exist in which all students can learn with excellence, all teachers can teach more effectively, and all administrators can lead and manage more competently.

**Requirements** ODDM may be adopted by a single school district or by a cluster of school districts. Adopters must commit to six phases of implementation over a period of two years, during which they receive twenty-five days of training and assistance. Adopters must be willing to examine all facets of school operation to enhance the overall effectiveness of their organization.

A leadership team is required: the principal of each building involved, an instructional leader from central office, at least three teachers, from each building, a school board representative, and if a middle school is involved—instructional leaders from each of the major disciplines. Administrators and teachers on the leadership team specialize in various tasks and in the second year they train increasing numbers of educators in their organization.

**Services** Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. An annual conference is held the third week of October. Out-of-state awareness sessions may be arranged. Training is conducted best at the adopter's site or, in the case of clustering, at the site of the adopter with the most convenient location. Training, implementation, telephone and mail correspondence, evaluation services, and a wide range of high quality training materials such as fourteen videotapes produced by a PBS station on ODDM are provided to all adopters. The adopter is responsible for travel expenses and honoraria for trainers. Adopters may reduce their costs substantially by clustering. Very few materials and no special equipment is needed to implement ODDM. The ODDM project provides a wide range of materials.

**Contact** **Dr. Frank V. Alessi; Johnson City School District, 666 Reynolds Road; Johnson City, NY 13790; (607) 770-1200.**

Developmental Funding: Local; USOE JDRP No. 85-7 **(6/14/85)**

**Read-Write.** **A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.**

**Audience** Approved by the JDRP for grades 2-7. This program has also been used in ESL and Special Education classes.

**Description** Project Read-Write is designed to be consistently applied by the classroom teacher to supplement the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the *Read-Write Connection* according to the major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Adopters assume (or share with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopters assume (or share with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. The *Read-Write Connection* must be purchased for each person trained, at a cost of $30.00 per copy.

**Requirements** Project Read-Write can be adopted within a single school or by an entire district. A variety of adoption patterns can be considered. Teachers and administrators attend a one-day intensive workshop, during which they receive instruction on how to conduct the Read-Write program. Adopters agree to evaluate the impact of the Read-Write program and furnish a copy of the evaluation report to the project.

**Services** Awareness materials are available free. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated). Follow-up consultations and visits are available.

**Contact** **Frederick McCarthy, 16 Sheridan Road, Summit, NJ 07901. (201) 522-1325.**

Developmental Funding: USOE ESEA Titles III and IV-C.

JDRP No. 80-30 **(11/25/80)**
Recertified **(1/30/86)**

**Study Skills Across the Curriculum. Study Skills Across the Curriculum is an interdisciplinary program. The goal of the project is to improve students' study skills, thereby enabling them to be more successful in middle and junior high school, to be active learners, and to be better prepared for the learning independence expected in high school.**

**Audience** Approved by PEP for students in grades 5-8.

**Description** The curriculum consists of a series of units, each with objectives and activities. Target skills include textbook format, time management and goal setting, learning from textbook materials, note taking from lectures and readings, test preparation, test taking, underlining/highlighting, listening, and library and research skills. A summary unit, "Becoming a Selective Viewer of TV," provides a model for the integration of the skills. All activities require students' active involvement, considerable modeling from teachers, and homework and writing assignments.

Materials are not workbook, fill-in-the-blank style; they are integrated into content area objectives and require students to apply the target skills to their actual content course work. The materials can be used across disciplines in a particular grade or across several different grade levels within one building. The learning materials use sample lessons from social studies or science textbooks to serve as models. The curricular materials include a pre- and post-assessment for each skill, discussion questions, sample writing assignments, and transparency masters.

Study Skills Across the Curriculum is a practical, effective vehicle for accomplishing school-wide improvement. The program model is firmly grounded in current educational research on effective middle school practices and is an excellent example of turning theory into practice. The project's interdisciplinary model is critical. A team of teachers and an administrator attend the initial training. This team functions as a working committee to forge an implementation plan for a target grade level or building. The committee is expected to communicate regularly with staff colleagues and to maintain records of the implementation. The program can be introduced intermittently throughout a quarter, semester, or school year in a variety of formats. The program includes a parent component.

**Evidence of Effectiveness** Students who complete the project earn significantly greater gains on a project-produced and validated criterion referenced study skills test; report greater gains in study skill behaviors; and demonstrate higher performance in their content courses.

**Requirements** One day of training, either with a team of teachers and an administrator from each school or with an entire staff, is required (two days are recommended). For schools sending a team for training, a half day inservice session on study skills for the entire faculty and half day follow-up for trained personnel are required.

**Costs** The *Study Skills Across the Curriculum* manual costs $50 plus shipping. Each teacher who attends the initial training will need a copy of this manual. *Study Skills: The Parent Connection*, a study skills publication for parents written by the project director, is $7.50 plus shipping. This publication is optional. Additional costs include travel expenses and consultant fee for the trainer. There are no recurring costs for the program.

**Services** In addition to training and materials, the project offers monitoring and evaluation of the program's effectiveness. Awareness materials are available at no cost.

**Contact** **Patricia S. Olson, Project Director, West St. Paul Community Center, Room D101, 1037 Bidwell, West St. Paul, MN 55118. (612) 451-0489 or (612) 898-3002, FAX (612) 435-7384 (press "*" "0" when answered).**

Developmental Funding: local. PEP No. 89-5R2 **(2/13/90)**

## Early Childhood Preventive Curriculum (ECPC).

**A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.**

**Audience** Approved for identified at-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose pre-reading perceptual skills development shows limited beginning reading ability.

**Description** The project focuses on at-risk first-grade students by means of an individualized diagnostic curriculum. (At-risk children are those who have normal capacity to learn, but who begin first grade lacking pre-reading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for pre-reading perceptual needs. Self-correction, self-direction, reinforcement for learning, pre-reading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles.)

A series of unique listening lessons enhance student listening skills. The program can be implemented as a full-time, self-contained unit, on a resource or part-time basis. It is particularly successful with Chapter I-type students.

**Contact** **Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-57 **(5/23/74)**

---

### *A Proven Exemplary Program for Primary Youth*

## East Las Vegas Follow Through.

**A Direct Instruction - Plus - Model. Reading, math, and language for bilingual, bicultural children in rural communities. Approved by JDRP for grades K-3.**

**Description** The goal of the *East Las Vegas Follow Through* project is development of enthusiastic and successful students through use of a variety of basal reading and math series along with the highly structured DISTAR system for reading, math, and oral language. In each subject, teachers work with skill lists to anticipate where children should be at the end of each school year. Independently and in small groups based on ability, children work 90 minutes daily on both oral and silent reading instruction and activities. Special correction procedures, frequent opportunities for student oral and written responses, and biweekly criterion-referenced testing and reporting are essential elements of the program. Children with limited English-speaking ability are taught in their native language by teachers and aides using locally developed materials. Children are encouraged to take pride in their cultural heritage by learning the songs, games, foods, folk dances, and customs of northeastern New Mexico. Follow Through students (grades 1-3) scored at or above the national median in math or reading (as measured by the Comprehensive Test of Basic Skills). This is higher than would be expected on the basis of pretest scores for this population.

**Contact** **Agnes Maestas, Director; Paul D. Henry, Follow Through; Las Vegas City Schools; 901 Douglas Ave.; Las Vegas, NM 87701. (505) 425-5279.**

Developmental Funding: USOE Follow Through JDRP No. 80-50f **(2/13/81)**
Recertified **(3/85)**

## Enriching The Curriculum: (ETC). **An exemplary project which involves the community in providing remedial instruction in reading and math to children who live in Chapter I designated areas. Approved by the JDRP for educationally disadvantaged students in grades 2-6.**

**Description** The program provides intensive individualized remedial math and/or reading instruction. The basis of the program is a diagnosis of the educational strengths and weaknesses of each child and the writing of an individualized prescriptive educational plan. All teachers are remedial specialists and all aides are parents of children in the community. Specialists are responsible for the diagnosis, design of the program, coordination with classroom teachers, and supervision of parent aides. Parent aides follow lesson plans and tutor children four or five times per week for 30-40 minute periods either individually or in small groups. Every week, the specialist reviews the prescriptive program of each child, writes lesson plans for the following week, and teaches a model lesson to children who are working with the aide. Teachers meet regularly to exchange information on specific skills needs. A parent coordinator is employed to serve as a liaison between school and parents and to increase parental involvement in the program. Additional services are provided in homework centers which are located in the schools and in the housing projects. Children graduate when their reading and/or math performance is at grade level or above according to the California Achievement Test and individual diagnostic tests.

**Contact** **Charlotte S. Laven, Project Coordinator; ETC Project; Brookline Public Schools; 25 Kennard Rd.; Brookline, MA 02146. (617) 730-2577.**

Developmental Funding: USOE ESEA Title I JDRP No. 81-48 **(3/25/82)**

---

## Flint Follow Through: The School Effectiveness Model. **Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.**

**Description** In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people. Teaching materials are the highly structured, carefully sequenced, scripted lessons of *Reading Mastery*, and *DISTAR Language and Reasoning and Writing*. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and criterion referenced tests to monitor student progress. Reading skills are applied to a novel study in second and third grade. Parents become partners in the learning process through the home reading program. Results of the ITBS Achievement Test show gains meeting or exceeding national norms.

A parent coordinator promotes an active parent education program. Group level teacher materials are a one-time purchase at approximately $300 per curricular area. Consumable student materials are approximately $15 per student, per curricular area per year.

**Requirements** Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase of teacher and student materials. A one-day teacher training workshop per curricular area is required prior to implementation.

**Services** Classroom visitations are available by appointment. Teacher training and in-classroom consultant visits are provided by the sponsor–Dr. Gary Johnson, Washington Research Institute, 180 Nickerson Street, Suite 103, Seattle WA 98109 (206) 285-9317.

**Contact** **Dr. Gary Johnson, Washington Research Institute, 180 Nickerson Street, Suite 103, Seattle, WA 98109. (206) 285-9317.**

Developmental Funding: USDE Follow Through JDRP No. 77-122 **(6/17/77)**

## Goldsboro City Follow Through: University of Georgia Model (UGA). (formerly RECEP)

**Comprehensive education and intellectual model for developing cognitive and/or problem-solving skills for children of all ability levels in grades K-3. Approved by JDRP for grades K-3.**

**Description** *Goldsboro City Follow Through* is based on the University of Georgia model. This program uses the assessment of cognitive level as a guide for establishing a learning environment that maximizes development of the thinking process. Learning activities are designed to encourage the child to experiment with problems and discover solutions; this type of experience enhances the shift from concrete to abstract levels of thinking. Based on the idea that learning occurs most easily when the child is an active agent in the process, all aspects of the classroom environment are designed in terms of three elements. The child is (1) presented materials just slightly more difficult than previously mastered (mis-match), (2) encouraged to choose his/her own method of problem solution (self-regulation), and (3) given time to manipulate learning materials (activity). Manipulative materials and activities that draw on the child's prior knowledge and experiences are essential to the program. Physical, concrete activities and materials involve children in constructing knowledge for themselves. Individual and small group instructional arrangements allow for active involvement, and permit the teacher to more effectively accommodate each child's cognitive and achievement levels and learning styles. Teachers and instructional aides are trained to apply the model strategies to most of the currently used textbooks and materials in reading, language arts, science, mathematics, and social studies. Regular in-service training on teaching techniques and cognitive assessment is conducted with guidance from the university sponsor. Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

**Contact** **Alice M. Ragland, Director, Goldsboro City Follow Through, Goldsboro City Schools, P.O. Box 1797, Goldsboro, NC 27533-1797. (919) 731-5900 ext. 30.**

Developmental Funding: USOE Follow Through JDRP No. 80-51e **(2/2/81)**

---

## Gulfport Follow Through: University of Georgia Model (UGA).

**Comprehensive education and intellectual model for developing cognitive and/or problem-solving skills for children of all ability levels in grades 1-3. Approved by JDRP for grades 1-3.**

**Description** The *Gulfport Follow Through* is based on the University of Georgia model. This program uses the assessment of cognitive level as a guide for establishing a learning environment that maximizes development of the thinking process. Learning activities are designed to encourage the child to experiment with problems and discover solutions; this type of experience enhances the shift from concrete to abstract levels of thinking. Based on the idea that learning occurs most easily when the child is an active agent in the process, all aspects of the classroom environment are designed in terms of three elements. The child is (1) presented materials just slightly more difficult than previously mastered (mis-match), (2) encouraged to choose his/her own method of problem solution (self-regulation), and (3) given time to manipulate learning materials (activity). Manipulative materials and activities that draw on the child's prior knowledge and experiences are essential to the program. Physical, concrete activities and materials involve children in constructing knowledge for themselves. Individual and small group instructional arrangements allow for active involvement, and permit the teacher to more effectively accommodate each child's cognitive and achievement levels and learning styles. Teachers and instructional aides are trained to apply the model strategies to most of the currently used textbooks and materials in reading, language arts, science, mathematics, and social studies. Regular in-service training on teaching techniques and cognitive assessment is conducted with guidance from the university sponsor. Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

**Contact** **Barbara Thomas, Coordinator; Gulfport Follow Through Project; Gulfport Public Schools; P.O. Box 220; Gulfport, MS 39501. (601) 865-4672.**

Developmental Funding: USOE Follow Through JDRP No. 80-51e **(2/2/81)**

**Interdependent Learning Model (ILM). This model uses instructional games and pupil self-management methods to teach children traditional academic skills and positive socio-cultural attitudes and behaviors. Approved by JDRP for grades K-3. This model may also be implemented in grades 4-6.**

**Description** The *Interdependent Learning Model* (ILM) is a comprehensive, structured approach to full-day instruction for children in preschool through the sixth grade. In model classrooms children are taught academic skills, positive values and behaviors. The model's primary goals are to teach children to be independent; to behave interdependently, cooperatively, and responsibly; to have positive self-concepts and positive attitudes toward learning; to be effective communicators; to become skilled at reading, mathematics, writing, and learning-how-to-learn; how to make rational decisions, keep records, schedule their time, and evaluate their work.

Children in ILM classrooms learn by doing: through the use of games and play, through curriculum materials, peer teaching, and through the behaviors the teachers model for them. Teachers are trained to establish and maintain the model's classroom management system, which consists of: room arrangement; small group instruction; pupil self-scheduling, record-keeping, and self-evaluation; programmed instruction; curricula based on children's cultures, environments, and communities; and transactional instructional games. The curriculum materials designed for use in ILM classrooms include: Conservation Games, Street/Folk/Musical Games, Table Games, and the Integrated Skills Method Reading Program. Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the ILM elementary school or preschool demonstration projects in New York City, at preschool projects in northern New Jersey, and at elementary schools in El Paso, Texas. Training for administrators, supervisors, teacher trainers, teachers, and support staff is available at the adopter site, or some projects.

**Contact** **Susan Courtney; Interdependent Learning Model; Fordham University; 113 West 60th Street, Room 1003; New York, NY 10023. (212) 636-6494.**

Developmental Funding: USOE Follow Through JDRP No. 77-121 **(8/17/77)**

---

**Kenosha Model: Academic Improvement through Language Experience. An individualized program to improve communication skills utilizing the language experience approach. Approved by JDRP for students grades K-2.**

**Description** Public and nonpublic school classroom teachers refer low-achieving students to the Chapter I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students with the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken and read about that which they have written. Student authorship at all grade levels is requisite. At the parent project, a teacher and an instructional assistant serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,400 students during the school year. Intensive inservice and parent participation are essential components of this program. Target schools are established by low-income guidelines. Students served are selected from those scoring in the 40 percentile or below on standardized tests. Kindergarten students are selected from those referred by classroom teachers. The model has been proven to be effective for limited English proficient students as well as the Chapter I target population. The approach is also used successfully to supplement the standard text in many reading/language arts programs.

**Contact** **Audrey Hains, Director, or Gloria Peterson, Curriculum Consultant; Kenosha Unified School District; 3600-52nd St.; Kenosha, WI 53144. (414) 656-6378.**

Developmental Funding: USOE ESEA Title I JDRP No. 78-184 **(5/23/78)**

**Leflore County (Mississippi) Follow Through Project. A program based in part on the theories of Jean Piaget and the philosophy of John Dewey that blends open-ended, child-initiated activities with teacher-structured lessons. Approved by JDRP for K-3, school administrators, teacher trainers, para-professionals, and teachers.**

**Description** The *Leflore County Follow Through* program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan. Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Children become independent decision-makers and problem-solvers. Teachers structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process, children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety. Recognizing that parental commitment to children's education is a major factor in a child's school success, the *Leflore County Follow Through* project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals. Statistical analysis of test scores comparing Follow Through children's achievement over the last 5 years with those of non-Follow Through district students show significant increases in the Follow Through children in reading, mathematics and language.

**Contact** **Ann Adams; Educational Service Building; 1901 Highway 82 West; Greenwood, MS 38930. (601) 453-8566.**

Developmental Funding: USOE Follow Through JDRP No. 77-123 **(8/18/77)**

---

**Student Team Learning (STL). A set of instructional techniques in which students are placed in four- or five-member heterogeneous learning teams to master basic skills initially presented by the teacher. Approved by JDRP for students grades 3-12.**

**Description** *Student Team Learning* (STL) is an instructional technique based on years of research on cooperative learning at the Johns Hopkins University. STL consists of three major strategies: Student Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw II. All three require students to work in learning teams that are heterogeneous in terms of academic achievement, race and sex. In STAD, students study worksheets in their teams following a teacher presentation. Students take quizzes individually to demonstrate how much they have learned. The individual quiz scores are summed to form a team score, and teams are rewarded for their performance. TGT is similar to STAD, except that students are actively engaged in an academic game instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations. *Student Team Learning* can be used with the teacher's manual and teacher-made curriculum materials. Inexpensive materials in many subject areas are available through the project. The techniques are very practical and easy to learn. They are in use in thousands of schools across the U.S. The effects of *Student Team Learning* on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

**Contact** **Anna Marie Farnish, Director of Training Projects, Center for Social Organization of Schools, 3505 North Charles Street, Baltimore, MD 21218. (410) 516-0370.**

Developmental Funding: NIE JDRP No. **75-81** (75) Recertified **(4/17/79)**

**Systems Approach to Individualized Instruction (SAII). A systematic instructional program in reading and mathematics. Approved by JDRP for students of all abilities, grades 1-6. It has also been used in other settings with grades 7 and 8.**

**Description** SAII has developed criterion-referenced tests and learning modules for 155 reading skills (e.g. readiness, phonics, syllabification, and structural analysis) plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions and student worksheets to accompany over 400 paperback books (e.g., *Profiles in Courage, Henry Huggins, Little Red Hen*). Each set of questions has been divided into lessons with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced—math and reading) or basic skill development (learning modules in reading and math comprehension components of reading).

A one- to three-day pre-adoption workshop is required. Consultant help is available. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes—available for reproduction—are required for the reading component.

Awareness materials are available. Visitors are welcome October through March. Training is conducted at the project site (adopting site must cover own costs). Training is conducted out of state. Project staff can attend out-of-state conferences. Print-ready set of project materials is available at cost. Diagnostic tests: reading, $20; math, $24. Learning modules: reading, $70, math $120; comprehension questions, $165; games to accompany reading learning modules, $20.

**Contact** **Charles L. Barker; Josephine County School District; P.O. Box 160, Murphy, OR 97533. (503) 862-3111.**

Developmental Funding: USOE ESEA Title III JDRP No. 73-15 **(4/4-5/73)**

# SECTION G:

# Reading

* Books And Beyond G-1
* Content Reading Including Study Systems (CRISS) G-2
* Cooperative Integrated Reading and Composition (CIRC) - Reading G-3
* Exemplary Center for Reading Instruction (ECRI) G-4

HOSTS Reading: Help One Student To Succeed G-10

IPIMS Reading Center (Individualized Prescriptive Management System for Underachievers in Reading) G-10

* Learning To Read Through The Arts Program G-5

Programed Tutorial Reading (PTR) G-11

Reading and Content-area Resource Center (ReCaRe) G-11

* Reading Education Accountability Design: Secondary (READ:S) G-6

Reading Improvement by Teaching Effectively (R.I.T.E.) G-12

* Reading Power in the Content Areas (RP) G-7
* Reading Recovery G-8
* Rural Schools Reading Project (RSRP) G-9

TV Reading and Communication G-12

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Books And Beyond | 3 | G-1 | ✓ | | neg | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, CA, CO, CT, GA, IA, IL, KY, MA, MN, NC, ND, NE, NJ, NV, NY, OH, OK, SC, TN, TX, UT, VA, WI | <1-1 |
| CRISS | 3 | G-2 | ✓ | ✓ | neg | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | AR, AS, AZ, CO, CT, FL, IA, ID, KS, MA, ME, MI, MN, MT, NC, NM, OR, RI, TX, UT, VA, VT, WI | 2 |
| CIRC | 3 | G-3 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| ECRI | 3 | G-4 | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | AK, AR, CA, GE, LA, ME, MI, NE, NJ, NY, OH, OR, SC, SD, TN, TX, UT, VA, WI | 3+ |
| HOSTS Reading | 3 | G-10 | | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | All States | 3+ |
| IPIMS | 3 | G-10 | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| Learn To Read: Arts | 3 | G-5 | ✓ | | neg | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | neg | | | CA, FL, NC, NM | 2 |
| PTR | 3 | G-11 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | None | 2 |
| ReCaRe | 3 | G-11 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | CO, IN, MI, MN, NE | 2 |
| READ:S | 3 | G-6 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | AR, AZ, ID, KS, MI, MN, MS | 1 |
| R.I.T.E. | 3 | G-12 | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | None | 1 |
| Reading Power | 3 | G-7 | ✓ | | | neg | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, CT, IL, KS, MA, MI, MN, OH, OK, CNMI, GUAM | 1 |
| Reading Recovery | 3 | G-8 | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | None | 9 months |
| TV Reading & Comm. | 3 | G-12 | | | | | | via video | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | None | 2 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## Books And Beyond. A program that improves the reading skills of students by motivating them to read more and watch less TV.

**Audience** Approved by JDRP for students in grades K-8.

**Description** *Books And Beyond* is a program designed to increase students' recreational reading and decrease indiscriminate TV viewing. Through success oriented reading incentive strategies, this highly motivating program produces positive long-lasting behavioral changes in students with regard to recreational reading. Success for each individual student is assured because the program is self- paced and allows for individual differences. Through parent education and student self-monitoring techniques, project participants become more aware of their TV viewing habits and learn to become more discriminate TV viewers.

Participants in the *Books And Beyond* Program demonstrated significant gains in reading achievement when compared with a control group study as measured by the CTBS Reading Test.

**Requirements** A one-day training session and a *Books And Beyond* theme manual are necessary for successful adoption. The manual includes graphic designs for bulletin boards, reproducible forms for student and teacher materials, parent newsletters, instructions for implementation, student awards, ideas for adaptations and helpful hints. The training topics include: project history, description of need, recreational reading strategies, record keeping, bulletin board installation, cost, evaluation, activities to develop discriminate TV viewing and stimulate recreational reading.

**Services** Awareness materials are available at no cost. A 58-minute awareness training video is available for $20.00. Visitors are welcome at the project site by appointment. Project staff is available for awareness meetings (cost to be negotiated). Evaluation packet available.

**Contact** **Ellie Topolovac, Project Director, Solana Beach School District, 309 North Rios Street, Solana Beach, CA 92075; (619) 755-6319; Ann Collins, Coordinator (619) 755-6319. FAX# (619) 755-0449.**

Developmental Funding: ESEA Title IV-C JDRP No. 84-8 **(3/20/84)**

**Content Reading Including Study Systems (CRISS). CRISS provides teaching strategies for teachers to make learning and retention easier for their students. The project provides students with reading and study skills appropriate for all content areas.**

**Audience** Approved by JDRP for all students in grades 10-12. This program has been used in other settings in grades 4-9, but no evidence of effectiveness has been submitted to or approved by the panel.

**Description** The CRISS project was developed by teachers to provide instructional reading, writing, and learning strategies for the classroom. These strategies help students develop lifetime learning skills. Based in reading theory, the project's components range from textbook analysis and teaching text organization to helping students identify the main idea of a selection. Self-questioning, note taking, organizing, and writing are emphasized as well as strategies for learning vocabulary independently. These components are integrated into the existing curricula. No additional equipment or materials are required for the program to be successfully implemented.

CRISS instruction is direct and includes four sequential components: (1) introduction, (2) modeling, (3) guided practice, and (4) independent application. This instructional sequence is followed in all aspects of the program.

**Evidence Of Effectiveness** Both college and non-college bound senior high science and social studies participants in Project CRISS have demonstrated significantly greater gains ($P<.005$) in the retention of science and social studies content information than comparable nontreatment students as assessed through free recall, recognition and standardized content tests.

**Requirements** Project CRISS can be implemented by a district, school or classroom teacher; no special facilities or materials are necessary. Teachers and administrators participate in a two- or three-day inservice. An on-site project director is named to work with Project CRISS staff to develop an implementation plan for the adopting district. The district agrees to provide information on the extent and quality of implementation.

**Services** Awareness materials are available at no cost. Project staff is available to attend awareness sessions (costs to be negotiated). Visitors welcome at project site. Training is available at the adoption site. Materials (including a 200-page training manual) are provided for each participant as part of the training. Adopter pays the training and materials fee. Implementation, follow-up, and evaluation services are available to adopters. Costs for all services are negotiable.

**Contact** **Lynn Havens or Carol Santa; Project CRISS; School District #5; 233 First Avenue East; Kalispell, MT 59901; (406) 756-5011 or (406) 756-5002.**

Developmental Funding: Title IV-C

JDRP No. 84-7R **(2/26/85)**

# Cooperative Integrated Reading and Composition (CIRC) - Reading.

## A Cooperative Learning approach to reading and writing instruction.

**Audience** Approved by PEP for students in grades three and four. Has been used successfully in grades 2-6.

**Description** In teaching reading, CIRC-Reading applies principles of cooperative learning and effective instructional principles such as identification of story grammar, making predictions, summarizing, reading aloud, instruction in reading comprehension skills, and writing in response to reading.

The three main elements of CIRC-Reading are story-related activities, direction instruction in reading comprehension, and integrated language/arts writing. Students work in heterogeneous learning teams in a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, testing, and team recognition.

Students are assigned to reading groups according to their reading level, then work in teams composed of partnerships with different reading abilities. Within the team, activities are done in pairs or as a whole team, following direct instruction in teaching groups. Students follow a series of congitively engaging activities, and individual scores on quizzes, compositions, and book reports contribute toward a team score. Among the team activities are partner reading, discussion of questions, writing individual answers about story structure, practicing decoding and vocabulary skills, making predictions about the outcome of stories, summarizing stories to one another, spelling, and story retelling activities.

CIRC-Reading also incorporates partner checking, team practice in reading comprehension skills and independent reading. The activities of special education resource teachers and remedial reading teachers are integrated with the reading activities of other children in the CIRC-Reading program.

**Evidence of Effectiveness** The results of three separate studies indicate that CIRC-Reading has a consistent and educationally significant effect on the reading achievement of students in the upper elementary grades. More specifically, significantly greater gains were made in CIRC-Reading classes than control classes on the California Achievement Test's reading scales for comprehension and vocabulary, and on individually-administered Durrell Informal Reading Inventory scales.

**Requirements** CIRC-Reading requires a minimum of one day of training for teachers and administrators, plus materials. Additional training/follow-up days are recommended. No additional staff are needed. For the installation year, costs are approximately $240 per class; for subsequent years, $100 per class.

**Services** Awareness materials available at no cost. Project staff is available for out-of-state awareness meetings (costs to be negotiated). Training, technical assistance, and materials available. Costs to be negotiated.

**Contact** **Anna Marie Farnish, CIRC-Reading, Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218. (410) 516-0370.**

Developmental funding: U.S. Department of Education PEP No. 88-06 **(4/27/88)**

## Exemplary Center for Reading Instruction (ECRI). **An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.**

**Audience** Approved by PEP for students of all abilities, grades 1-10.

**Description** ECRI's purpose is to teach teachers so they can use effective teaching strategies that prevent failure. These strategies include: eliciting accurate and rapid responses during instruction, establishing high levels of mastery, maintaining on task behavior, integrating the teaching of language skills, modeling and prompting, using effective management and monitoring systems, diagnosing and prescribing instantly, and supervising students' hands-on activities and practice. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have been mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize critical teacher behaviors identified through research, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Teachers learn to teach word recognition, comprehension, study skills, literature, and composition as they use basal readers, literature series, novels, etc.

Students demonstrate mastery through their participation in small group discussions, writing, locating and evaluating information, etc.

**Requirements** A 3-5 day preparatory seminar with one ECRI staff person for 35-40 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 14 self-instructional teacher texts that are used by teachers during inservice. No special staffing or facilities are required to implement ECRI.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings at no cost. Teacher of Teachers Conference is in August and September. Training, implementation and follow-up services are available at adopter site (costs to be negotiated) and at project site.

**Contact** **Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or (801) 278-2334.**

Developmental Funding: USOE ESEA Title III Private Sources

JDRP No. 74-48 (5/23/74)
Recertified (2/13/90)

# Learning To Read Through The Arts Program.

**An interdisciplinary approach integrating a total art program with a total reading program.**

**Audience** Approved by JDRP for children, grades 2-7 who are reading at least one year below grade level and who are Chapter I (formerly Title I) eligible (some seventh-graders accepted as apprentices).

**Description** At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-12, and adopters have used the program with those audiences. An overall interdisciplinary approach to improving reading is used in this intensive, diagnostic, prescriptive, individualized program presented through the arts. Curriculum is developed based on themes. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the artist teacher and classroom/reading teachers in whole class and/or small groups for an average of four hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice trainings are available. The program is associated with major cultural institutions in New York City: the Staten Island Children's Museum, the Bronx Museum of the Arts, the Museum of the City of New York, the Brooklyn Museum, and Ballet Hispanico of New York, and Business and Industry for the Arts for Education, Inc., and The New York Botanical Garden.

**Requirements** Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning to Read Through the Arts methodology. Teacher-made pupil-oriented materials, commercial materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

**Services** Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Training materials and curriculum guides cost approximately $85 per teacher. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented.

**Contact** **Barbara A. Neuner, Project Director; Learning to Read Through the Arts Program; PS156, 750 Concourse Village West; Bronx, NY 10451. (212) 993-5505, FAX# (212) 993-5508.**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-18 **(3/25/74)**
Recertified **(2/85)**

---

## Reading Education Accountability Design: Secondary (READ:S).

**A simplified program that improves reading and thinking skills across the curriculum. Specific learning strategies are addressed through the use of instructional modules.**

**Audience** Approved for students, grades 7-12. An extension into grades five and six was successfully piloted during the 1986-87 school year.

**Description** The purpose of Project READ:S is to provide content area teachers with the necessary skills to develop instructional modules in vocabulary, comprehension, and study skills using the content of their current courses. These modules offer students reinforcement through guided and individual practice of the reading skills and strategies taught in the students' English and reading classes.

The program integrates four components: (1) an instructional component emphasizing direct skills instruction by reading/language arts teachers; (2) a reinforcement component providing for mastery of reading and thinking strategies in all content areas; (3) an in-service component focusing on both the content and processes of instructional delivery; and (4) an optional computer component for quick generation of lesson designs.

What is especially attractive to content area teachers is that they are not asked to become reading teachers. Project READ:S provides teachers of any subject area with already developed lesson-design formats. By incorporating reading process in the content of any subject matter, teachers are providing their students with daily opportunities to practice reading strategies while mastering the content of history, science, math, foreign language, art, or any other subject area. Improved mastery of the subject matter is a natural result.

The added benefits are: (1) teachers collaborate on mutually taught text units, share insights into problems, and gain an enhanced understanding of their subject and how best to teach it; (2) the underlying philosophy of the teaching process is the Madeline Hunter Essential Elements of Instruction model; and (3) critical thinking skills are infused into all subject areas; and (4) cooperative learning strategies are incorporated throughout the training session.

**Evidence of Effectiveness** After participation in Project READ:S, students have been shown to make statistically significant gains in each of the areas claimed by the project. Claim One, that general reading ability is increased for participating students, has been strongly and consistently supported by research in a variety of districts. Claim Two, that content mastery is also improved by the project, has been clearly supported by research investigation. The promise offered by Project READ:S to any adopting district is demonstrably great.

**Requirements** A two- to three-day training session and a READ:S manual for each participant are necessary for successful adoption. The manual includes: (1) up-to-date reading research; (2) instructions for implementation; (3) background of information on vocabulary development, use of comprehension strategies, and study skills reinforcement; and (4) reproducible lesson design formats (modules) for teacher instruction and student learning.

**Services** Awareness materials are available at no cost. Visitors are welcome at the project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (costs to be negotiated).

**Contact** **Lynn Dennis, Project Director; Coeur d'Alene School District No. 271, 311 N. 10th Street, Coeur d'Alene, ID 83814. (208) 664-8241.**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-4 **(2/25/83)**
Recertified **(5/87)**

## Reading Power in the Content Areas (RP).

**A staff development project designed to assist content area teachers increase student acquisition of content knowledge by the use of applicable reading skills.**

**Audience** Approved grade 10. This program has been implemented middle school through postsecondary in both vocational and academic programs.

**Description** *Reading Power in the Content Areas* is a staff development program designed to make content-area teachers aware of the gap between student reading abilities and the reading requirements of printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content; to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. The instructor assessment component provides tools by which participants can assess their own teaching styles, skill levels, and effectiveness. Student assessment trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the print materials to fit students' reading abilities. The instructional strategies component focuses on practical activities in vocabulary, comprehension/thinking skills, and study skills that teachers can incorporate into the total curriculum. The ongoing inservice component provides procedures to infuse the reading strategies acquired into the total instructional curriculum as well as follow-up and evaluation services. Occupationally specific Key Word Glossaries are available for vocational adopters in thirty-two areas.

The project has proven to be effective in raising content teachers' consciousness regarding the reading requirements of course material. Students have shown gains in general reading skills as well as in content acquisition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, and particularly, for those reading below grade level or designated as "at-risk."

**Requirements** No new staff or special equipment are required. One staff person with a background in curriculum development and/or reading should act as coordinator. Administrators, content-area instructors, reading consultants, and other support staff (if available) should be involved. The D/D provides a training workshop lasting one to two days depending upon the needs implementing site. Staff development time should be provided. Computer resources should be available.

**Services** Awareness materials are available at no cost. Contact project for prices of Training Manual (required) and optional materials. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff is available to attend awareness meetings. Training is conducted at adopter site or a regional location. Implementation, follow-up, and evaluation services are available. Costs for all services to be negotiated.

**Contact** **Carol Burgess; The EXCHANGE; 116 University Press Bldg.; 2037 University Ave. S.E.; University of Minnesota; Minneapolis, MN 55414. (612) 624-0584; (612) 624-0067; FAX (612) 471-9225.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-45 **(5/14-15/74)**
85-9 **(3/15/85)**

---

## Reading Recovery. A one-to-one intervention program for the least able readers in first grade classrooms.

**Audience** The least able readers in first grade as determined by a comprehensive battery of individually administered diagnostic instruments.

**Description** Reading Recovery reduces reading failure through early intervention and helps children become independent readers. The goal is to bring the children to the average of their class through individually tailored 30-minute lessons. Reading Recovery supplements the regular reading program in a classroom. The specially trained teacher and child work together daily for one half hour, in which the child is involved in reading and writing experiences. Techniques include the reading of many "little" books to build confidence, daily writing, the re-reading of favorite books, and learning to hear sounds in words by writing simple stories. Reading Recovery focuses on providing opportunities for children to make their own links between reading and writing—and discover meaning. The integrated reading and writing lessons are tailored to build on what the child already knows while strengthening a self-improvement system which leads to continued growth. The elements of the lesson are the same for each child, although the content differs with each child.

First grade children improved their reading and writing ability after an average of 16.4 weeks, with 86% of the children reaching average levels of achievement for their class in reading. Growth in reading and writing is evidenced by statistically significant scores relative to an equivalent control group using a variety of writing and reading test elements. In addition, follow-up studies indicate that the majority of children released from the program continue to make progress and read with the average of their class through the second, third, and fourth grades without additional help.

**Requirements** For effective implementation, school systems should release one or two experienced individuals to attend a one year teacher-leader training program at The Ohio State University in Columbus. They will learn procedures for implementation, evaluation, and administration of the Reading Recovery program.

The teacher-leaders, upon returning to their home site, train other teachers in the Reading Recovery model. Release time for trained teacher-leaders and teachers in training (including arrangements for a weekly 2 1/2-hour class after school hours) is required.

**Services** In addition to negotiable costs for release time for teachers, installation of the one-way glass at the training site costs about $3,000 and books and materials cost about $1,000.

Awareness materials are available at no cost. Project staff is available for awareness presentations and training with all costs negotiable.

**Contact** **Gay Su Pinnell, Dr. Carol A. Lyons, or Dr. Diane E. DeFord, Martha L. King Center for Language and Literacy, The Ohio State University, 200 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, OH 43210; (614) 292-0711.**

Developmental Funding: State of Ohio, Columbus Public Schools, National Council of Teachers of English, and private foundations.

JDRP No. 87-11 **(4/20/87)**

**Rural Schools Reading Project (RSRP). A three-year staff development program designed to improve reading instruction in rural elementary schools, thereby improving students' strategic reading abilities. Telecommunications technology is used to connect rural schools to staff development resources and facilitate ongoing communication among schools.**

**Audience** Approved by PEP for students in grades K-6.

**Description** This project addresses the access, time, and cost challenges of sustained, effective staff development in rural schools through the formation of school leadership teams, utilization of a multi-school approach, and integrated use of telecommunications technologies. Reading is taught as a thinking process, thus students and teachers learn how to plan, monitor, and evaluate their reading and instruction. At the core of the staff development curriculum are six units: Strategic Reading and Teaching: An Introduction, Prior Knowledge, Text Structure, Inference, Word Meaning, and Metacognition. The instructional approach of the units focuses on knowledge and expertise building activities within a school and across schools via telecommunications. Each unit starts by building participants' knowledge base about a strategy through reading, discussion, and reflection. Participants transform knowledge into expertise through observing the strategies being modelled, coaching each other on using the strategies, and collaboratively reflecting on their progress. A workshop for all leadership teams initiates the year's activities by introducing new strategies, discussing activities, and working on instructional leadership skills.

**Evidence of Effectiveness** Analysis of audio recordings demonstrate that RSRP teachers use strategic reading instructional strategies approximately twice as often as non-RSRP teachers, and 3-year RSRP teachers show higher levels of using strategic reading techniques than teachers in the project for one or two years. RSRP students score significantly higher than non-RSRP students on a reading strategies test.

**Requirements** All RSRP components are replicable in clusters of at least two elementary schools. The distance technology component, while not essential, enhances the potential for replication. A two-day RSRP preparation workshop is recommended for staff developers before specific planning for the program's first year begins. Each staff developer and each school require a video cassette recorder and TV; audio cassette recorder; computer, modem, communications software, bulletin board services access; and speaker phone.

**Costs** Costs for starting and operating the project in a cluster of five, K-8 elementary schools with two teachers at each grade. They are estimates based on experience and will vary according to locale. Start-up cost is $965 per school, including staff developer training, equipment, and materials. (Optional materials can increase cost to over $4,000 per school.) Operating costs consist of $14,000 for a .5 FTE staff developer, $1500 for a dedicated phone line for conferences, and $1000 for duplication and meetings. Year I operating costs are $412 per user (8/school); Year 2 costs $253 per user (14/school); and Year 3 costs $109 per user (21/school).

**Services** In addition to awareness materials and training, follow-up consultation is available.

**Contact** **Lawrence B. Friedman, North Central Regional Educational Laboratory, 1900 Spring Road, Oakbrook, Illinois 60521. (708) 571-4700.**

Developmental funding: OERI Regional Educational Laboratory Rural Education Initiative.

PEP Approval Number: 91-15R **(4/8/91)**

## HOSTS Reading: Help One Student To Succeed.

**A diagnostic/prescriptive/tutorial instructional delivery system. Approved by JDRP for "at risk" students in grades 2-6. This program has also been used in other settings including K-12 and Adult Education.**

**Description** HOSTS Reading is designed to diagnose each student to determine their needs and prescribe an individual educational program to fit the learning style of each youngster. HOSTS learning objectives are compatible with all major reading basals. HOSTS has compiled a computerized database of over 4000 titles of high-quality resource materials cross-referenced to learning objectives and student learning styles, and indexed for instruction. Accessing the database allows the teacher several options for preparing individualized lesson plans. A holistic approach includes vocabulary, skill study, reading and writing to best fulfill the needs of each student.

The HOSTS concept utilizes one-on-one tutorials with community volunteers, cross-age and peer tutors providing personalized instruction two hours or more each week. Parents, citizens, business people and civic organization members volunteer as tutors (over 60,000 nationally). HOSTS provides an effective strategy for recruiting and training mentor/tutors. HOSTS Reading has been used very successfully in pull out, small group instruction and as a classroom supplement. Annual data collected from over 400 sites indicates consistent NCE gains in double digits with a high degree of retention. HOSTS Reading has been awarded the Educational Pacesetter Award by the President's National Advisory Council on Supplemental Centers and Services; the National Council of Teachers of English "Center of Excellence" award; the California "Golden Bell" award; the Texas "Reach" award; and several other awards.

**Contact** **William E. Gibbons, Chairman; 1801 "D" Street, Suite 2; Vancouver, WA 98663. (206) 694-1705.**

Developmental Funding: USOE ESEA Titles I, II, III private and foundation

JDRP No. 75-6 **(1/15/75)**
Recertified **(11/84)**

---

## IPIMS Reading Center (Individualized Prescriptive Management System for Underachievers in Reading).

**IPIMS is not a text or a kit, but a model of an organizational structure for implementing a remedial reading/learning center for grades 7-12. Approved by JDRP for secondary students deficient in reading and other academic skills.**

**Description** The IPIMS Reading Center model is a highly effective organizational structure and management system for setting up and running a supplemental center in secondary schools. Its focus is on the improvement of academic achievement and the prevention of drop-out among high risk students. The center in Union Springs is staffed by reading teachers and paraprofessionals as well as student volunteers. A wide variety of instructional resources is available; these materials are color coded into four reading levels. It is up to each individual district or building to set up and equip their own center with whatever materials they feel are appropriate. Once the center is established, it operates as follows:

> Students are identified and scheduled into the program. They are given further diagnostic testing and an interest inventory. Individual strengths and weaknesses are noted as well as personal interests. Individual prescriptions are written and implemented. Student progress is monitored by a criterion-referenced system. Parents, teachers and students receive periodic progress reports. Students are post tested to determine achievement and future placement.

One of the unique adaptations of IPIMS in Union Springs is the addition of writing and math remediation which provides a flexibility that many districts need. With all the emphasis on drop out prevention and high-risk students, IPIMS can be a significant factor in academic improvement.

**Contact** **Sidney J. Beckwith, Project Director; Union Springs Central School District, 27 North Cayuga Street, Union Springs, NY 13160. (315) 889-7393 or Richard Leo, Niagria Wheatfield SHS, 2292 Saunders Seattlement Rd., Sanborn, NY 14132. (716) 731-3241.**

Developmental Funding: PSEN Funds, New York State; ESEA Title IV-C

JDRP No. 84-9 **(3/23/84)**

## Programed Tutorial Reading (PTR). **An individualized, one-to-one tutoring program for slow learners or potential reading failures regardless of economic or demographic background. Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4.**

**Description** *Programed Tutorial Reading* (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction—frequent and immediate feedback, specified format, and individualized pace—but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutor's decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress, but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

**Contact** **Susan Ross, Project Director; Programed Tutorial Reading; Davis County School District; 45 E. State St.; Farmington, UT 84025. (801) 451-1117.**

Developmental Funding: USOE ESEA Title I JDRP No. 74-17 **(3/18/74)**

---

## Reading and Content-area Resource Center (ReCaRe).

**A secondary developmental reading and study skills program designed to "recare" about the reading and study skills of all ability students. Validated for students in grades 10-12.**

**Description** ReCaRe is a secondary reading and study skills program which serves the reading and study skill needs of all ability students. It is not a remedial program. The instructional program is a one-semester course based on an individual educational plan that provides for group instruction one day a week and individualized instruction during the remaining four days. Students in the program rotate through four skill areas—reading comprehension, vocabulary, reading rate, and study skills. Based on the results of diagnostic tests and a student statement of need, an individual educational plan is developed for each student. Students are responsible for developing a more extended vocabulary, increasing reading rate, completing appropriate study skills units, and developing comprehension skill. Students are assigned materials relevant to their needs and interests at appropriate reading levels, thereby providing maximum opportunity for success. Throughout the semester, students record and evaluate their work daily and are evaluated by the teacher each week both orally and by a point system. The main objective is to help all students become efficient, independent learners prior to leaving the secondary school. ReCaRe's study skills units include time management, SQ3R study method, notetaking skills, test taking skills, library and research skills, and a summary unit which integrates all of the study skills which students have practiced in the semester course. A wide variety of commercially available and project produced study skills and management materials are used by students. All training participants need a copy of the replication training manual, an 800 page notebook, which sells for $65 and includes all of the project produced materials. Teacher editions and student editions of the study skills units are part of this manual.

**Contact** **Patricia S. Olson, Project Director; West St. Paul Community Center, Room D101, 1037 Bidwell, West St. Paul, MN 55118. (612) 451-0489 or (612) 898-3002. FAX (612) 435-7384 (press * 0 when answered).**

Developmental Funding: USEO ESEA Title IV-C JDRP No. 82-22R **(2/25/83)**

## Reading Improvement by Teaching Effectively (R.I.T.E.). An in-class/pull-ut program emphasizing intensive remedial instruction for educationally disadvantaged children.

**Audience** Approved by the JDRP as a program for educationally deprived pupils, grades 2-6.

**Description** R.I.T.E. is an in-class/pull-out program that provides closely monitored, intensive remedial instruction through effective methods and materials to educationally disadvantaged children in grades two through six. Methods, materials, and strategies used are based on the PCRPII framework specifically designed to meet individual needs and modes of learning in order to help children to be more proficient in comprehension by focusing on word meanings, by using critical and analytical thinking skills, by being exposed to good literature, and by ultimately becoming independent readers. Eligible students are scheduled for Chapter I classes only after background has been obtained via past performance on criterion referenced tests, basal tests, diagnostic tests, teacher and reading specialist recommendations. Using the Gates MacGinitie Tests, the previous information cited, and when needed an Informal Reading Inventory, or a complete diagnostic battery, an individual profile is developed which provides the key to meet an individual's specific needs. Instructional sessions are conducted in small groups. A session may entail 30 minutes or one hour, depending upon classroom teacher's schedule. The amount of time which students spend in the program varies slightly from grade to grade. The differences in instructional time per grade level are determined by the initial assessment of student needs. Student needs are assessed by ongoing communication between reading specialists and classroom teachers. This close alignment helps to meet individual student needs.

**Contact** **Janet M. Trezza; Chapter I Project Director; Phoenixville Area School District; 1120 South Gay Street, Phoenixville, PA 19460. (215) 933-8616.**

Developmental Funding: ECIA Chapter I JDRP No. 85-12 **(9/9/85)**

---

## TV Reading And Communication. A program to improve student reading skills. Approved by JDRP for grades 4-8.

**Audience** Small or large groups of remedial or developmental readers, during or after school.

**Description** The *TV Reading and Communication* project uses popular commercial TV to teach academic and underlying psycholinguistic skills. Network videotapes with diverse production elements are used in the classroom or communication studio to provide concrete visualization and pronunciation of sophisticated vocabulary.

Lesson plans are prepared from the actual scripts used by TV producers and include skills related to social studies, oral language, reading, writing, and skills that affect learning rate such as memory, grammar, and visual and auditory integration. Teachers use rapidly paced oral response drills designed to increase accuracy in articulating, listening, handling complicated syntax, and master vocabulary meaning. Program techniques enable teachers to continuously assess lesson mastery, to correct responses, and to monitor student ability to transfer skills taught in the auditory-vocal channel to the visual-motor channel. Students move through increasingly difficult levels of reading material as they practice the previously taught strategies on supplemental material.

Teachers and students operate specialized equipment–video camera, VCR, and TV monitor–for use in learning, processing, and expressive activities. Students become camera persons, directors, technicians, and actors as they confirm their ability to read at the end of each session by videotaping and playing back their dramatizations. Students produce their own documentary on a topic related to the script. Teacher training is available via videotape.

Materials ($82), equipment and two days of training (or training via video). Follow-up visitation recommended. Awareness video $26.

**Contact** **Jacqueline Van Cott; TV Reading and Communication; Connexion Studio; 196 Laurel Ridge; South Salem, NY 10590. (914) 533-6852.**

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 82-16 **(4/29/82)**

# SECTION H:

## Career/Vocational Education

* Academy of Finance H-1

CAP: Boston Mountains Educational Cooperative's Career Awareness Program H-5

* Careerways 2000 H-2

Center for Educational Development/Career Guidance Project H-5

* CERES: Career Education Responsive To Every Student H-3

Discovery Project H-6

* Pierce County Vocational/Special Education Cooperative H-4

---

*Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Academy of Finance | 3,5 | H-1 | ✓ | | | ✓ | | | ✓ | | | | | | | | | | None | |
| CAP | 3 | H-5 | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, CO, HI, ID, OK | 1 |
| Careerways 2000 | 3 | H-2 | ✓ | | | | | | | ✓ | | | | ✓ | ✓ | | ✓ | | None | 1 |
| Center for Ed. Devel. | 3 | H-5 | | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 2 |
| CERES | 3 | H-3 | ✓ | | neg | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | AK, CA, IA, NE, NM, WI | 1 |
| Discovery | | H-6 | | ✓ | neg | | | ✓ | | ✓ | ✓ | | | | ✓ | neg | | | CO, KS, KY, OH, TX | 1 |
| Pierce County | 3 | H-4 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 3+ |

---

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

# Academy of Finance. An intensive two-year, academic and work experience program designed to prepare high school students for entry-level careers in financial services.

ACADEMY OF FINANCE

**Audience** Approved by PEP for students in grades 11-12 from comprehensive high schools who have average or better academic and attendance performances.

**Description** Academy of Finance is a highly structured academic/work experience program that offers a viable option for students lacking concrete career plans or interests; an avenue for career preparation in financial services; opportunities for women and minorities to gain access to careers in a nontraditional field; and a substantive approach for involving businesses in preparing youth for entry-level jobs. The program supplements the existing curriculum and consists of seven courses that are finance or finance-related plus a college-level finance course, a seven-week paid summer internship at a financial services firm between the student's junior and senior years, and participation in finance-related activities, e.g., annual conference, speakers, and tours.

**Evidence of Effectiveness** Evidence from multiple sources support the claims that youth who participate in the program are knowledgeable in finance, economics and its application; are better prepared for employment in entry-level positions than existing entry-level employees; have a higher graduation rate than their respective high schools; and most graduates pursue financial services through college and employment. Female and minority students persist in the program and are prepared as well as other students. Female and minority graduates are more likely to go to college and major in financial services than others, as likely to be employed in financial services as others, and to go further in the financial services field than is typical for this group.

**Requirements** A six-month start-up period for planning and teacher training is recommended. A start-up guide, curriculum materials, and extensive technical assistance, training and support are provided. A school district is required to support continuous teacher training in financial services, e.g., the annual staff development conference, and provide additional professional development activities developed with the local advisory board.

**Costs** Start-up and ongoing operations are dependent upon shared financial and other support from the participating school district and local business sponsors. The first year's shared costs for non-personnel expenditures are estimated at $26,000, including a $4,000 adoption fee, and covers teacher training, materials, special events, three director's conferences, and miscellaneous costs. In addition, the school/business partnership negotiates the sharing of costs for the full-time program director's and administrative support salaries. The district budgets for teachers' salaries; business sponsors budget for paid internships/on-site teacher training; and tuition for the college course is contributed by the local institution of higher education.

**Services** In addition to training and materials, a technical assistance team visits new sites during the start-up phase. New sites participate in on-going training activities, c.g., annual staff development and regional conferences.

**Contact** **Susan Zimny, National Academy Foundation, 660 Madison Ave., New York, NY 10021. (212) 754-0040.**

Developmental funding: Shearson Lehman/
American Express, Primerica, and local.

PEP Approval Number: 91-11 **(3/19/91)**

---

# Careerways 2000. An Education and Career Planning Project.

**Audience** Approved by PEP for students of all abilities in grades 8 through 12.

**Description** The *Careerways 2000 program* will help students to be more keenly aware of what they need to be successful in both their academic world today and the work-a-day world tomorrow. The program is designed to focus students' attention on those skills, attitudes, and abilities that will afford them the widest variety of educational opportunities, and career options in the future. The program's newly revised curriculum package features six motivational thirty-minute videocassettes, each focusing on an identified cluster of careers. Accompanying the videocassettes is the *Careerways 2000 Teacher's Guide*, divided into seven instructional units, each containing a number of student activities. Each "Activity" contains a lesson plan, necessary teacher background materials, and student worksheets. The first unit, containing sixteen activities, helps students to focus their thinking on key aspects of the decision-making process. Each of the next six career cluster units includes an overview, highlights of the video program corresponding to that unit, suggested discussion topics, a vocabulary list, a sample list of careers in the field, and an interest survey for students. All seven of the units help students grow in their ability to utilize planning, organizing, and critical-thinking techniques in the decision-making process. The six career cluster areas covered by the program's videocassettes encompass: the Arts, Business and Finance, Industry, the Media, Service, and Science and Technology.

The videocassettes focus on the personal stories of women and men who tell how they identified their goals, used organizing and planning skills in order to meet their educational challenges, and to succeed in their chosen areas of endeavor. These role models are seen "up close" as they perform within their work environments and interact with their fellow workers. As students take an in-depth look at the specific careers being spotlighted, the stories of the role models reinforce and enhance the project's primary goal, which is to help students develop specific strategies for setting and attaining their educational and career objectives.

The program can be implemented as a self-contained career education course of study, or as a unit in a specific subject content area using the *Careerways 2000 Teacher's Guide* as a text. It can also be implemented as a school-wide career education program trackted into appropriate subject content area classrooms related to the career cluster areas under consideration.

**Requirements** Implementation will require that the teacher have a ½" VHS videocassette player and a large screen television set. A one-day teachers' training workshop is recommended.

**Services** Awareness materials are available at no cost. Project staff is available to attend awareness conferences, or to conduct project training at the site of the requesting agency. (Trainer's per diem and travel costs may be negotiated.)

**Costs** The *Careerways 2000* program curriculum materials are available for $450 per set of six videocassettes and the *Careerways 2000 Teacher's Guide*. Additional copies of the guide and the individual videocassettes may be purchased separately at $75 each.

**Contact** **Leni Posner, Specialist, Grants Assistance Unit; Los Angeles Unified School District; 450 N. Grand Ave., Los Angeles, CA 90012 (213)625-6596; Jerry McLeroy, Project Disseminator, Los Angeles U.S.D., 1320 West Third Street, Rm 501, Los Angeles, CA 90017, (213) 625-6681.**

Developmental Funding: Developed under ESEA, Title IV PEP 81-31R2 **(3/28/91)**

## CERES: Career Education Responsive To Every Student.

**A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.**

**Audience** Approved by JDRP for all students grades K-12.

**Description** CERES is a comprehensive career education infusion program for grades K-12. The program purpose is to provide students with the basic academic and employability skills necessary for competent, productive performance both in school and after leaving school. The program is tailored to the developmental ages of students at the different grade levels. The objectives are that students will: 1) identify and practice responsible work habits 2) acquire knowledge of diverse occupations (training preparation and job duties) and 4) apply basic skills to career decisions and actions (job seeking and job-retention).

CERES enhances instructional time and makes education more efficient. CERES prepares students for the employment trend of the future. CERES is easy to use. The materials are self-contained and do not require extensive supplementary resources. They are flexible and may be used by any teacher, with students of various abilities, and at various levels ranging from an individual classroom or school to district-wide use.

CERES includes systematic, institutional management procedures to enhance and strengthen the involvement of local business and community groups.

CERES is a low cost program to implement. Training costs may include consultant fee, travel and per diem. Program instructional, management and evaluation materials are available at cost. CERES materials are appropriate for all students including special education and at-risk youth. Local Educational Agencies should provide release time for training.

**Requirements** The project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or school. One day training is advised.

**Services** Awareness materials are available at no cost. Visitors are welcome on scheduled days. Staff for out-of-state awareness, training, and follow-up sessions is available.

**Contact** **Virginia H. Lish, Ceres School District; 2503 Lawrence St., Ceres, CA 95307. (209) 538-0148.**

Developmental Funding: USOE Career Education

JDRP No. 78-182R 5/25/78 **(4/26/83)**
Recertified **(5/17/89)**

---

# Pierce County Vocational/Special Education Cooperative. A consortium of school districts to assist youth with mild disabilities preparing for employment and/or post-secondary vocational education.

**Audience** Approved by PEP for high school students who are considered by the local district to have mild disabilities (learning disabilities, mild mental retardation, or sensory, motor, and/or behavioral disabilities).

**Description** The cooperative provides a model that confederations of school districts can use to capitalize on their own unique resources within the realms of vocational and special education to prepare high school students with mild disabilities for employment and/or post-secondary vocational training. A regional cooperative is set up to provide data collection, staff development, and support services to the member districts. It also assists in developing and implementing innovative, objective-driven process models.

The cooperative works on the premise that students with mild disabilities can be better prepared for the working world when vocational and special educators systematically coordinate and consolidate their expertise. It does not replace either the vocational or special education systems in a given situation. The cooperative stresses and monitors the ongoing communication between both disciplines.

The Pierce County Cooperative operates with governance vested in an advisory committee of administrators from participating districts, including ex-officio advisors from parent groups and out-of-school agencies. The cooperative is staffed by two full-time persons—a program director and program assistant.

The cooperative's most unique feature is its ability to establish a sense of common purpose and direction across districts and disciplines. Transportable components include an organizational structure with constitution and by-laws, annual programs of work, needs assessment protocols, evaluation designs, staff development agendas, a list of instructional resources, and a variety of process models.

**Evidence of Effectiveness** After implementing the county/district-wide reforms of the Cooperative, significant enhancements in the rate and quality of employment and enrollment in post-secondary education were noted for the target population of graduating students with disabilities when compared to similar students who graduated during the three years prior to the implementation of the Cooperative and to a similar cohort from adjacent counties.

**Requirements** In addition to substantial financial and philosophical commitments, implementation of a cooperative program requires strong leadership with functional expertise in both vocational and special education, a materials resource bank, purchase of cooperative process manuals, one week of training, implementation of staff development activities, development of clearly defined programs of work, and provision of input from each discipline and district.

Cost of start-up and maintenance of a cooperative structure is $102,000 for the initial year and $96,000 in recurring costs, including personnel, supplies, instructional materials, contractual services, travel, and capital outlay. Costs are shared by member districts. Staff training costs are negotiable.

**Services** Awareness materials are available at minimal or no cost. Visitors are welcome by appointment at project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated).

**Contact** **Joe Green, Pierce County Vocational/Special Education Cooperative, 4500 Steilacoom Boulevard Southwest, Tacoma, WA 98499. (206) 589-5746.**

Developmental funding: State; local

PEP No. 88-05 **(3/2/88)**

## CAP: Boston Mountains Educational Cooperative's Career Awareness Program.

**A program for infusing career awareness into the regular curriculum, emphasizing the relationship between careers and basic academic skills. Approved by JDRP for students of all abilities, grades 1-8.**

**Description** The project provides methods and materials for introducing elementary and junior high school students to the world of work. The CAP program is designed to complement the basic skills curriculum of the school while introducing students to the wide variety of ways in which people work. At the same time, students are able to grow in awareness of themselves in relation to the world of work. Participants in the program are not asked to make career decisions, but their broadened awareness should allow them to make valid career choices in later years. The CAP student materials for each grade level cover two careers from each of the fifteen occupational clusters. In addition, two career awareness exercises are included. In all, thirty-two different lessons, learning activity packets, are provided at each grade level, kindergarten through ninth grade. Each CAP learning activity packet contains a career story plus instructional and practice activities in a related academic skill. For example, with one packet fourth grade students learn about the job of a land surveyor and practice a metric measurement skill as part of their math program. This packet might be used to introduce, practice, or reinforce the skill, or to culminate the unit of study. Packets are designed to be used whenever the academic content is most beneficial for the students. The skills range from those in reading and mathematics, to those in science, social studies, and language arts. Packets may be completed in as little as twenty minutes or may be expanded to cover a longer unit of time depending on the lesson and the individual teacher's plan.

**Contact** **Jeanne Leffler, Director, P.O. Box 13; Greenland, AR 72737. (501) 443-3336.**

Developmental Funding: USOE ESEA Title III

JDRP No. 77-178 **(5/24/78)**
Recertified **(3/1/85)**

---

## Center for Educational Development/Career Guidance Project.

**A K-12 infusion model designed to develop knowledge and skills in self-awareness, and career exploration. Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.**

**Description** The *Center for Educational Development* is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. CED has several major components; direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers. The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupation or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper. Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students career exploration and uses of academic skills in various careers.

**Contact** **Don Lawhead, Director; Center for Educational Development; 620 North 7th Avenue; Tucson, AZ 85705; (602) 791-3791 or 3952.**

Developmental Funding: USOE Educational Professions Development Act

JDRP No. 78-177 **(8/10/78)**

**Project Discovery. A career exploration and assessment system that provides the participant with "hands-on" work experiences. Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, disadvantaged and handicapped, as well as "typical" populations.**

**Description** *Project Discovery* was developed to provide students with hands-on work experience. Forty-two programs comprise the *Project Discovery* system. Students, following detailed instructions, use many of the same tools, equipment and materials as a trained worker in that field.

Students can sample a diversity of work activities to identify likes and dislikes or self-perceived abilities. Students gain an understanding of the basic work requirements and competencies of the occupational/vocational area.

By successfully completing the activities, the student builds self-awareness and self-confidence necessary for career decision-making and vocational training. *Project Discovery* provides work performance benchmarks that help compare a students' specific knowledge, skills and abilities to the actual ones required of the occupation.

A Guidance and Counseling Component is available to aid in the exploration/assessment interpretation. Designed to be used as self-contained "table top" units, programs are highly portable and contain: Instructor's Notes, Student Instructions (4th-6th grade reading level), Work Performance Benchmarks, supplies and materials, and tools and equipment.

Nineteen of the 42 modules are designed with "Special Editions" for special-needs populations, including disabled readers. Modifications of the regular modules were based on field-testing. The resulting Special Editions contain "First Look Books"—specially written and illustrated books (2nd-4th grade level) that introduce and define vocabulary words and concepts, and audio cassettes that read word by word through the activities.

**Contact** **Timothy W. Hagan, Education Associates, Inc.; 8 Crab Orchard Road; P.O. Box Y; Frankfort, KY 40602. 1-800-626-2950.**

Developmental Funding: USOE BEH, and Career Education JDRP No. 78-161 **(3/15/78)**

# SECTION I:

## Early Childhood/Parent Involvement

Communication Program I-5
COPE: Cognitively Oriented Pre-Primary Experience I-5
Early Prevention of School Failure (EPSF) I-6
Family Oriented Structured Preschool Activity ("Seton Hall" Program) I-6
High/Scope Preschool Curriculum (formerly Cognitively Oriented Preschool Curriculum) I-7
* KITE: Kindergarten Integrated Thematic Experiences I-1
Mother-Child Home Program (MCHP) of the Verbal Interaction Project I-7
* On The Way to SUCCESS in Reading and Writing With Early Prevention of School Failure I-2
* Parents As Teachers I-3
Perception+ I-8
* Portage Project I-4

---

* Projects currently funded by the NDN

# Summary of Project Services

|  |  |  | AWARENESS |  |  |  |  |  |  |  |  |  |  | TRAINING |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | Dissem. Funds Available |  | Costs to Potential Adopter |  |  | On Site Visitation Available |  | Materials Available |  |  |  | Staff Available |  | Costs to Adopter |  |  | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Commun. Program | 1 | I-5 |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | CO, WA | 2 |
| COPE | 1 | I-5 |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | AK, ZA, CA, CO, ID, KS, MN, MS, NM, NV, OK, OR, PA, SC, WA | 1 |
| Family Oriented | 1 | I-6 |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | KY, OR, SC | 2 |
| High/Scope | 1 | I-7 |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | AL, AZ, AK, CA, CO, FL, GA, ID, IL, IN, KY, ME, MD, MA, MI, MN, MS, MD, NE, WJ, NY, NC, OH, OK, OR, PA, SC, TX, VA, WA, WV, WI, WY, PRE | 3+ |
| KITE | 1 | I-1 | ✓ |  | neg | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | neg | ✓ | ✓ | AR, AS, CA, DC, DE, FL, GA, GM, HI, IL, KY, ME, MO, MP, MT, NC, ND, NE, NM, OH, OR, PA, SC, TN, TX, WI, WV | 1 |
| MCHP | 1 | I-7 |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | MA, SC, CANADA (MANITOBA) | 3+ |
| On The Way | 3 | I-2 | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | 45 States | 2 |
| Parents As Teachers | 1 | I-3 | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | CA, CT, DE, NY, MO, OH, TX | 3+ |
| Perception + | 3 | I-8 |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | MD | <1 |
| Portage Project | 1 | I-4 | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | MS, NH, NY, OH, WI, WY | 2 |

---

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## KITE: Kindergarten Integrated Thematic Experiences.

**KITE is a success-oriented program which integrates the entire classroom day through developmentally appropriate thematic units emphasizing language, cognitive, physical and social-emotional development. KITE retains most of the key elements of two previously validated Kindergarten programs - Alphaphonics and Astra's Magic Math while making major changes to include a thematic approach, child centered activities and a balanced program with interactive materials.**

**Audience** Approved by PEP for Kindergarten - Regular and Academically Disadvantaged students, (Chapter I and At Risk). The main components of this program have been used successfully for migrant, special education, bilingual education (Spanish) and ESL students in primary grades.

**Description** This program effectively combines child-initiated and teacher-directed activities within a planned environment. This multi-sensory program utilizes oral language and manipulatives.

KITE increases reading and math achievement by promoting the acquisition of basic reading and problem-solving math concepts in a setting that emphasizes all areas of development - cognitive language, physical and social-emotional. The varied KITE experiences integrate art, music, literature, social studies, science, drama, and physical education experiences. Evaluation data available from project.

Through developmentally appropriate activities children use concrete objects, have meaningful interactions with materials, adults, and each other; and experience structured and informal oral language. These interactions enable children to assimilate abstract concepts.

Language and interest is stimulated by the use of imaginary outer space characters—Astro and Astra.

During teacher directed instructional time the program utilizes discovery with a game-like presentation of materials and positive teacher feedback. There is positive recognition of and a belief in the ability of each child to succeed. Literature, poem charts, and math charts are used for whole language development. The program includes interactive large and small group activities.

The KITE program provides essential program motivation, contains lesson materials for the units and stimulates curiosity in the children. Astro and Astra display various feelings thus enabling the children to identify with him/her. The program promotes a thematic, developmentally appropriate, integrated curriculum.

**Requirements** The program can be implemented by a single teacher, whole school, or entire district. For adoption a one-day training session is required.

Start up costs for basic non-consumable materials $130 per classroom. Additional supplementary materials which enhance the program are available. A recommended list includes furnishing specific areas in the room with blocks, play equipment and other interactive materials and equipment that are normally found in a developmentally appropriate and complete kindergarten classroom. contact project for detailed list.

**Services** Awareness materials include a 50 minute video and grant writing packets. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project or adopter site. Implementation and follow-up services are available to adopters (costs to be negotiated). A 2-4 day Certified Trainer workshop is held annually in the San Francisco area.

**Contact** **Jeanne Stout Burke, Director; KITE; Sunshine Gardens School; 1200 Miller Avenue; South San Francisco, CA 94080. (415) 588-8082.**

Developmental Funding: local

PEP Approval Number: 90-11 **(2/9/90)**

## On The Way to SUCCESS in Reading and Writing with Early Prevention of School Failure.

**On The Way To SUCCESS in Reading and Writing is the follow-up program for first graders who need to continue with developmentally appropriate pre-academic learning experiences. (See EPSF in this directory.)**

**Audience** Approved by PEP for all children in first grade or after kindergarten.

**Description** On the Way to SUCCESS is a program designed to promote success in beginning reading and writing for identified at-risk children by using developmentally appropriate methods and resource materials. The instructional program and curriculum resources supplement the regular classroom literature based reading and writing program.

On the Way to SUCCESS students with similar identified needs receive direct instruction daily for 20 to 30 minutes. In addition, the students are involved in the total group literature activities, higher process thinking skill activities, and integrated math and science activities. Parent involvement strategies and resources plan an important part in both programs.

Fifty-two developmentally sequenced learning objectives form the basis for aligning teaching strategies and resources with the way children learn. The classroom reflects an age-appropriate learning environment based on each child's identified developmental level in language, auditory, visual, and motor areas.

**Current Evaluation Studies** Program evaluators demonstrated that, as a result of their participation in EPSF in kindergarten (1985-86) and On the Way to SUCCESS in first grade (1986-87), students at-risk of academic success in kindergarten and first grade could not be distinguished from their typical or average second grade peers on the basis of scores from tests administered in 1988. The robust effects of the program were demonstrated by the statistically significant and educationally meaningful gains of a demographically diverse group of students from eleven districts in nine states.

**Requirements** The SUCCESS in Reading and Writing Program requires the first grade teacher and/or readiness teacher to participate in a one-day training program.

**Costs** On the Way to SUCCESS costs are estimated at $100 per classroom for the curriculum kit which includes a training manual, over 150 curriculum activity cards, a 155 page guide of activities for literature based reading and writing and two literature folders with higher process thinking activities as well as assessment and observation guidelines.

**Services** The project will provide awareness materials and information at no cost. Interested educators are welcome to visit adopter demonstration sites. Awareness sessions and training are provided at adopter site or a central location (cost negotiable). State consortium meetings and leadership conferences are conducted several times during the year.

**Contact** **Luceille Werner, National Project Director; Peotone School District 207U; 114 N. Second St. - P.O. Box 956; Peotone, IL 60468. (708) 258-3478.**

Developmental Funding: USDE ESEA Title III (EPSF)
USDE ESEA Title I (Migrant)

PEP Approval No.: 90-17 **(6/11/90)**
(SUCCESS)

141

**Parents As Teachers. An early parenting program providing comprehensive services to families from the third trimester of pregnancy until the children are three years of age.**

**Audience** Approved by PEP for parents/guardians of children below the age of three.

**Description** Parents as Teachers is designed as a primary prevention program for all families aimed at helping parents give their children a solid foundation for school success and at forming a closer working relationship between home and school. It is based on the philosophy that parents are children's first and most influential teachers. Parent educators trained in this model deliver family services using the PAT curriculum, which includes information on child development and guidance in fostering a child's development. Services include regularly scheduled personal visits in the home, parent group meetings, periodic screening and monitoring of educational and sensory development, and access to a parent resource center.

**Evidence of Effectiveness** Children of parents participating in the program score significantly higher at age three on the Kaufman Assessment Battery for Children and the Zimmerman Preschool Language Scale, and score significantly higher at the end of grade one on standardized tests of reading and mathematics than the comparison and nationally normed groups. After three years in the program, parents demonstrate significantly more knowledge on project-developed and validated scales of child development knowledge and child-rearing practices; are more likely lo regard their school district as responsive to a child's needs; and are more likely to have children's hearing professionally tested than the comparison parents. The greater the parent participation in the program the better children performed on measures of intellectual and language development. At the end of grade one, parents who participated in the program were found to be significantly more involved in their children's school experience than were comparison group parents.

**Requirements** Program services are offered through the school district for a minimum of eight months, preferably year round. The comprehensive program requires strong commitment to the philosophy of the program; availability of a parent educator/s with skills necessary to work with parents in a supportive learning environment; training for the parent educator/s; facilities for parent group meetings; and financial resources to support the parent educator/s in the work of the program.

**Costs** Start-up cost is $2,725 for training and materials/supplies. Operation costs for 12 months are estimated at $562 per family (assuming a 60 family load per full-time parent educator), and include parent educator salary, travel, and additional materials/supplies. This assumes school district contribution of space, clerical assistance, and program administration.

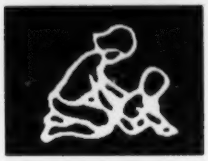
**Services** In addition to training and curriculum materials, consultation and follow-up services are available through the Parents as Teachers National Center.

**Contact** **Mildred Winter, Director, Parents as Teachers National Center, UM-SI Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121. (314) 553-5738.**

Developmental funding: Title IV-C ESEA,
Danforth Foundation, state, and local.

PEP Approval Number: 91-2 **(2/19/91)**

## Portage Project. A family-focused, home-based approach to serving young children with multicategorical disabilities.



**Audience** Approved by JDRP for children with disabilities who are functioning between the ages of 0-6. Appropriate for preschool, pre-kindergarten, and Head Start home-based programs.

**Description** The *Portage Project* is a home-based intervention program for young children with disabilities and their families. The family-focused program maximizes the child's development and supports family functioning through regular home visits designed to accomplish IEP/IFSP goals and objectives. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home visitor meeting with caregivers in the home on a weekly basis to assist them in identifying and addressing goals for the child and family.

The home visitor and family jointly identify goals for the child based on the child's developmental needs and the desires, interests, and cultural mores of the family. To facilitate the greatest amount of carryover of the child's goals, they are implemented through naturally occurring activities that the child and caregiver normally participate in on a daily basis. Play activities are also used as a means of addressing child goals and enhancing caregiver-child interaction. During the visit, parent and home visitor spend time discussing actions taken to address family goals and planning additional strategies.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services component of the project has been locally supported by 14 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction.

**Requirements** Administrative commitment to a family-focused intervention model that addresses child and family goals is a prerequisite for successful implementation of the *Portage Model*. At least one home visitor is needed to work with families on a weekly basis. Resource personnel should be available to assist in formalizing child and family goals and developing implementation strategies.

**Services** Adoption training typically consists of two-three days of instruction in the model components including child and family assessment, planning and implementing child activities, working with families, and data collection. Training can be modified to meet the needs of each particular agency. Adoption training is periodically scheduled in Portage, Wisconsin, or can be arranged at a host site, sometimes in collaboration with one or more interested schools/agencies. Training materials are supplied at no cost. Project staff are available for out-of-state awareness and conference presentations or to provide training in model components (i.e. Working with Families, Transitioning, Assessment, etc). Costs for project materials are available upon request.

**Contact** **Julia Herwig, Director; Portage Project; P.O. Box 564; Portage, WI 53901. (608) 742-8811.**

Developmental Funding: USOE, SEP, NDN

JDRP No. 75-75 **(11/10/75)**
Recertified **(1/85)**

**Communication Program. A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school). Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).**

**Description** The *Communication Program* was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communication behaviors. Classroom management is a critical component. The training also provides experience in team decision-making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

**Contact** **Johanna Lewis; Everett School District, Special Services; 202 Alder; Everett, WA 98203. (206) 356-4595 or 339-4335.**

Developmental Funding: USOE BEH JDRP No. 75-64a **(9/3/75)**

---

**COPE: Cognitively Oriented Pre-Primary Experience. A comprehensive, sequentially programmed, pre-primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.**

**Description** COPE's wide range of activities and objectives (3-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs. It is appropriate for students in pre-kindergarten, kindergarten, and early first grade, including those with developmental lags and learning disabilities. The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction as well as in free-inquiry situations. The program contains lessons in perceptual-motor, conceptual language math/science development, as well as social studies, health/safety, art, and music. Teachers and para-professionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations. Facilities, space, and instructional equipment are those typically found in elementary schools. Training, implementation, and follow-up services are available to adopters (costs to be negotiated). One set of curriculum materials is required per classroom.

**Contact** **Mary Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333. (215) 688-7993.**

Developmental Funding: USOE ESEA Title III JDRP No. 75-49 **(5/16/75)**

## Early Prevention of School Failure (EPSF). **This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided (see On the Way to Success: I-2).**

**Description** Early Prevention of School Failure has demonstrated that effective assessment, conferencing, and effective teaching strategies prevents children from failing academically. The EPSF Program identifies every child's developmental level in language, auditory, visual, and motor areas as well as their learning style. The norm-referenced assessment instruments and observational procedures have been selected and/or developed to assess (1) developmental levels of children's language, auditory, visual, and motor synthesis; and (2) each child's experiential background. The computer printout reflects (1) the developmental age of each child compared to a norm group of the same age; (2) what a child can do (criterion referenced); and (3) observations by teachers and parents. Portfolios are maintained on at-risk students. The strategies include a literature-based reading and writing program, themes and units, higher process thinking activities, and researched steps for teacher-directed instruction of children with similar needs. The program is based on child growth and development and the principles of learning which focus on different rates of learning and different learning styles. EPSF was developed on a sound foundation of learning research and child growth and development. The research on over 100,000 children in ongoing yearly EPSF evaluations has demonstrated a seven year developmental age span in a class of 25 entering kindergarten children. A third longitudinal study, conducted in 1985 through 1988 in 11 districts in 9 states, demonstrated statistically significant and educationally meaningful gains.

**Contact** **Luceille Werner, National Project Director; Peotone School District 207-U; 114 N. Second St. - P.O. Box 956; Peotone, IL 60468. (708) 258-3478.**

JDRP No. 74-46 **(5/15/74)**
PEP approved No. 77-116 **(4/19/77)**

---

## Family Oriented Structured Preschool Activity ("Seton Hall" Program). **A program that prepares the parent to be the child's first and most significant teacher.**

**Description** A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing relationship can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education. *Family Oriented Structured Preschool Activity* is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6.

**Contact** **Jeanne Chastang Hoodecheck, Program Director; District #742 Community School; 820 8th Avenue S.; St. Cloud, MN 56301. (612) 253-5828.**

Developmental Funding: USOE ESEA Title III

JDRP NO. 75-48 **(5/15/75)**

## High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*).

**A preschool program with the designated purposes of mainstreaming mildly and moderately handicapped children with nonhandicapped children and serving early childhood programs in general. Approved by JDRP for preschool children of all abilities.**

**Description** The *High/Scope Preschool Curriculum* is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the High/Scope Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for handicapped preschoolers. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

**Contact** **Clay Shouse, Manager; Development & Services; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48198. (313) 485-2000.**

Developmental Funding: USOE BEH JDRP No. 79-9 **(3/28/79)**

---

## Mother-Child Home Program (MCHP) of the Verbal Interaction Project.

**A home-based program to prevent educational disadvantage in children of parents with low income and limited education, by enhancing parent-child verbal interaction starting at child's age two. JDRP approved for two-year-olds at risk for educational disadvantage.**

**Description** The program's theory is that cognitive and social-emotional growth results from the exchange between mother and child of conceptually rich language around permanently assigned curriculum materials (books and toys). Twice-weekly half-hour Home Sessions continue from child's age two to four years. "Toy Demonstrators" (the home visitors, who may be paid para-professionals or unpaid volunteers) model for the parent a curriculum of verbal and other positive interaction with their children. Weekly Guide Sheets contain the curriculum of core concepts (colors, numbers, reasoning, etc.) illustrated by the current book or toy. **1990 evaluation data:** Pittsfield, MA, MCHP graduates met national academic norms through high school.

**Contact** **Dr. Phyllis Levenstein, Director, Verbal Interaction Project, Inc./Center for Mother-Child Home Program; 3268 Island Rd. Wantagh; NY 11793; (516) 785-7077. (Affiliated with State University of New York at Stony Brook.)**

Developmental Funding: HEW; USOE; NIMH; foundations JDRP No. 78-165 **(11/27/78)**

**Perception+. A prerequisite to any formal learning discipline. Approved by JDRP for kindergarten (Level I) and first grade (Level II). This program has been used with other grade levels, but no evidence of effectiveness has been submitted to or approved by the panel.**

**Description** *Perception+* addresses the student's ability to learn. It is based on the premise that learning can be learned as a skill. Perception is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it is being used for remediation. It is designed to be introduced at the kindergarten level, but it is being used effectively from preschool to junior high.

*Perception+* is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics", and they are attainable through the 15-minute *Perception+* lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher offers experiences, and the students describe them in their own words. *Perception+* is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units, *Perception+* students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The *Perception+* program provides children with the means for making information meaningful. Finally, *Perception+* is applying: information that has been internalized and can be easily and readily applied.

**Contact** **Monika Steinberg, Program Director, or Theodore J. Gourley; Perception+, Educational Information and Resource Center (EIRC), 606 Delsea Drive, Sewell, NJ 08080. (609) 582-7000. FAX (609) 582-4206.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-78 **(6/7/74)**

# SECTION J:

# Gifted and Talented/Technology/Special Interests

Academically Talented Youth Programs (ATYP) J-1
* CATS (Critical Analysis and Thinking Skills) J-2
Child Development Project J-3
COFFEE (COoperative Federation For Educational Experiences) J-4
College Studies for the Gifted (CSG) J-5
Cupertino Concept: Computer Literacy and Beyond Program J-14
Institute for Creative Education (ICE) J-14
* Keyboarding, Reading, and Spelling-KRS (formerly Basic Literacy Through Microcomputers) J-6
* KIDS KITS (Kids Interest Discovery Studies KITS) J-7
Learning To Learn: Improving Academic Performance Across the Curriculum J-15
Past Is Prologue J-8
* Philosophy for Children J-9
SAGE J-15
* Scholars-In-Schools (SIS) J-10
* Success Enrichment J-11
* Talents Unlimited J-12
Utilizing Computers In Teaching Secondary Mathematics J-13

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| CATS | 3 | J-2 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | neg | | HI, IA, MD, MN, NE, NJ, NM, NY, OH, UT | 1 |
| Child Devel. | | J-3 | | ✓ | | | | | | ✓ | | | | | | | | | None | ~30 days, over 3 yrs. |
| COFFEE | 2 | J-4 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| CSG | 3 | J-5 | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | WA, GUAM | 1 |
| Cupertino | 3 | J-14 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| ICE | 3 | J-14 | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | IL, NJ | 1 |
| KRS | 3 | J-6 | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | AK, AL, CA, MI, NC, NE, OH, OR, SC, SD, TN, UT, VA, WI | <1-1 |
| KIDS KITS | 3 | J-7 | ✓ | | neg | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | neg | | | AK, CO, GA, IN, MA, MO, MT, KY, MN, NE, NC, NY, OK, OR, SC, WA, WI | <1 |
| Learng To Learn | 5 | J-15 | | | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | CT, IL, KS, MA, MD, NJ, NY, PA, VA | 2 |
| Past Is Prologue | 3 | J-8 | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | | | 15 States | 1 |
| Philosophy | 3 | J-9 | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | CA, CO, HI, IA, IL, MA, MD, ME, MI, MN, ND, NJ, NY, OK, OR, PA, SC, TX, VA, WA, WI | 3+ |
| SAGE | 3 | J-15 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, HI, IL, MA, MO, NE, NJ, NC, NY, OH, TX | 1 |
| SIS | 3 | J-10 | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | AZ, CA, NY | 1-3+ |
| Success Enrich. | 3 | J-11 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | CA, GA, ID, KS, KY, MN, MT, NM, NY, OR, SC, TX, UT, WA | 2 |
| Talents Unlimited | 3 | J-12 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, AL, AR, AS, AZ, CT, DC, FL, GA, IA, IL, IN, KY, LA, MA, MD, ME, MI, MS, MT, NC, ND, NE, NM, NV, NY, OH, OR, PA, SD, TN, TX, UT, VA, VT, WA, WI, WY | 2 |
| Utilizing Computers | 4 | J-13 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | IL, NJ, SC, TN | <1 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## Academically Talented Youth Programs (ATYP), Mathematics. A program of accelerated instruction in mathematics for junior high school students with exceptional mathematical ability.

**Audience** Approved by the JDRP for academically gifted 7th to 9th grade students who have obtained a score of 500 or better on the mathematics portion of the *Scholastic Aptitude Test* (SAT). A score of 870 or better on the mathematics plus verbal section.

**Description** *The Academically Talented Youth Program* (ATYP) mathematics component provides accelerated mathematics instruction for 7th to 9th grade students with excellent mathematical ability. The purpose of the ATYP is to identify those students with exceptional ability and to provide appropriate instruction in mathematics. The collaboration between K-12 school districts and higher education institutions permits the ATYP to identify students with exceptional ability in public and non-public school districts and to provide accelerated instruction at a higher education institution for qualified students. First year placement in the ATYP program of accelerated mathematics instruction covers the standard two-year high school algebra curriculum of Algebra I and Algebra II, plus introductory work in probability and trigonometry. Instruction, often by college and university professors, emphasizes the conceptual and theoretical framework of mathematics. The class is composed of a homogeneous group of students of the same age and ability. Instruction occurs in one 2-1/2 hour class held each week during the school year. Course grades and high school credit recommended by the instructor are granted by the home school.

**Requirements** Successful replication of the ATYP model is possible in any community in which there are multiple school districts within a 50-mile radius of a post-secondary institution. This educational community must be willing to depart from traditional roles to commit to the adoption of the critical elements of the ATYP program, specifically, student identification, student and family counseling, instructor and site selection, program administration, and inter-institutional cooperation. The collaboration of K-12 school districts and higher education institutions is essential. School districts agree to release the student 2-1/2 hours a week to ATYP mathematics instruction and to grant high school mathematics credit for completed courses. Higher education institutions provide instructors release time, teaching assistants, and classroom space. Both a qualified project administrator and mathematics instructor are necessary for the success of the program. Classes should be limited to 15-20 students. Textbook and equipment expenses are minimal.

Major expenses of the program are shared by the originating schools and the higher education institution (Kalamazoo College) so that financial outlay of students' families will be minimal. Salaries for a program director and for one instructor of 15-20 students are the largest recurring costs when these responsibilities are not assigned to existing positions. Teaching assistants are college students in a federally subsidized work/study program. Textbooks and standardized tests are re-used. The annual search for students requires postage, materials, and personnel time. Estimated costs for the installation year are $6,536, with a cost of $327 to the student. Costs for the subsequent year are $3,911, with costs to the student equalling $196.

**Services** Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff is available for awareness sessions (cost to be negotiated).

**Contact** **Carol R. McCarthy, Director; Academically Talented Youth Programs, Mathematics; Kalamazoo College; 1200 Academy Street; Kalamazoo, MI 49007; (616) 383-8550, 383-8468.**

Developmental Funding: Private Foundations JDRP No. 86-9 **(6/25/86)**

**CATS (Critical Analysis and Thinking Skills). CATS is a program which teaches students how to apply critical thinking skills to problems and issues so that they will learn how to make more rational decisions. CATS also teaches students how to write persuasive essays.**

**Audience** CATS has been approved by the JDRP as a program for high school students (grades 9-12) of all ability levels. CATS has been used with students in the lower grades.

**Description** The **goals** of the CATS Program are: 1) to help students learn and correctly use basic critical thinking skills so that they can analyze issues and problems more effectively; 2) to help students learn and correctly use a decision-making process so they can make more rational decisions; 3) to help students become critical readers so they can decode and encode information more effectively; 4) to help students learn the composing process so they can write persuasive essays of high quality; and 5) to provide a way for gifted students to realize their intellectual and creative potential. CATS projects, which fall into two distinct phases, were developed to provide teachers with a practical and tested way for implementing CATS in the real world of the classroom. **Phase 1** (Defining and Evaluating). Students learn how to precisely define the issue at hand, evaluate the issue (i.e. how to obtain a wide range of relevant information), and then how to prioritize and assess the information for credibility. Students use the CATS six-step, decision-making process to define and evaluate the issue using specially formatted worksheets to complete the process. **Phase 2** (Writing and Revising). Students have on worksheets a highly organized version of the issue from which it is a relatively simple matter to write and revise a persuasive essay.

**Skills** Students learn critical-thinking skills and how to apply these skills to issue analysis. These skills include: conceptual analysis, deductive and inductive reasoning, and priority analysis. Students are constantly called upon to analyze and synthesize their thinking. Students function at the evaluation level which most taxonomies identify as the highest of the higher order thinking skills. In addition, students are learning the important skills of critical reading and persuasive essay writing. In order to obtain benefits, students complete five CATS projects per semester. Since CATS is used as another teaching method in place of such things as lecturing and giving quizzes five times per semester, students do not suffer as far as acquisition of course content is concerned. However, with CATS, students gain an extra dimension for their education. CATS has been used in social studies, language arts, and related classes. Other adaptations are in progress at this time. CATS has developed special **Advanced CATS Projects** for the gifted student.

**Requirements** Teachers receive CATS training in a one-day workshop. During the workshop, teachers complete a CATS Project (small group work) and then learn how to use CATS in their classrooms. Follow-up can be accomplished in several ways; phone, mail, or on-site visit. CATS training requires no special equipment or facilities.

**Services** CATS staff and trainers certified by CATS can provide a variety of services to educators. Training, except in rare instances, is accomplished at the adopter site. Visitors are welcome at the project site by appointment. CATS staff will conduct awareness sessions anywhere in the U.S. or possessions (cost to be negotiated). Follow-up services as described above are provided (costs to be negotiated). Costs of a one-day workshop are: trainer=$250; travel, lodging, meals and other expenses=actual cost; materials=$40 per teacher. Included in the materials cost is the CATS Instructional Package, *Making Rational Decisions*, which is used both for the workshop and for classroom implementation.

**Contact** **Terry P. Applegate, or W. Keith Evans; CATS Program; 4988 Kalani Drive; Salt Lake City, UT 84117-6421. (801) 272-1877 or (801) 277-7395; FAX (801) 277-3532.**

Development Funding: USOE ESEA Title III

JDRP No. 77-106 **(1/11/77)**
Recertified **(3/29/91)**

## **Child Development Project. A Comprehensive elementary school program designed to enhance children's social and ethical development through systematic changes in the classroom and school environments.**

**Audience** Currently being applied in eight urban, suburban, and rural school districts. Approved by PEP for students in grades K-6.

**Description** The major goal of the *Child Development Project* (CDP) is to enhance prosocial characteristics in children as reflected in attitudes, motives, and behaviors, including consideration of an concern for others' needs, feelings, and welfare, and a willingness to balance one's own legitimate needs and desires with those of others in situations where they conflict.

The CDP program attempts to create a caring community in the classroom and school based on a shared commitment to prosocial, democratic values. It combines elements of traditional approaches to values education with those of more recent approaches derived from cognitive developmental theory—it helps children both to learn values through adult guidance, and simultaneously to develop values, through participating as a member of a mutually-concerned, caring community.

CDP develops prosocial inclinations and behaviors through a variety of experiences, including opportunities to collaborate with others in the pursuit of common goals; to provide meaningful help to others and receive help when it is needed; to discuss the experiences of others and come to understand their feelings, needs, and perspectives; to develop and practice important social skills and competencies; and to assume responsible roles in the school community. These activities are incorporated into three components: Cooperative Learning, Developmental Discipline, and a Literature-Based Approach to Reading and Language Arts.

In the classroom, teachers give children active roles in creating a caring community; involve them in cooperative learning activities that focus on both academic and social goals; and use a reading/language arts program organized around whole works of children's literature that portray prosocial values and the ways they play out in daily life. The school-wide program consists of activities such as cross-age "buddies" and tutoring programs, community service and charity drives, and family film nights. Parents are also involved in a "family homework" program. Teachers' guides and other support materials are provided to link these activities into an overall, comprehensive program.

**Evidence of Effectiveness** Results of evaluations of CDP indicate that the program enhances students' interpersonal classroom behavior, social problem-solving skills, and commitment to certain democratic values. Program students have consistently demonstrated a better understanding of common interpersonal problems and a more thoughtful and sophisticated approach to solving them. Findings indicate achievement of a "self-other" balance.

**Requirements** To effectively implement CDP, a district must make it a strong priority. Three years of teacher and administrator training and orientation is required, typically including a one-week summer training institute each year, periodic day-long workshops through the year, and regular opportunities for teachers to reflect on issues of philosophy and practice.

**Costs** A district would need to allocate $100,000 or more annually to begin the program in two or three schools and later to gradually expand it to other schools in the district.

**Services** Intensive staff development and planning assistance is only provided by CDP staff to a limited number of districts that have made a substantial, sustained commitment to supporting the program.

**Contact** **Eric Schaps; Developmental Studies Center; 111 Deerwood Place, Suite 165; San Ramon, CA 94583. (510) 838-7633.**

Developmental funding: the Williams and Flora Hewlett Foundation; the Stuart Foundations; the Pen Charitable Trusts; the John D. and Catherine T. MacArthur Foundation; the U.S. Office of Substance Abuse Prevention; the Rosenberg Family Foundation.

PEP No. 89-6 **(4/20/89)**

## COFFEE (Cooperative Federation For Educational Experiences). A comprehensive drop-out prevention/reclamation program for adolescents with histories of academic failure, truancy, poor self-concept, family problems, and social misconduct.

**Audience** Approved by the JDRP as a comprehensive drop-out prevention/reclamation program for secondary students.

**Description** Project COFFEE is a regional, instructional, occupational training and counseling program for at-risk youth from seventeen school districts. The characteristics of this student population are as follows: histories of academic failure, truancy, poor self-concept, family problems, and social misconduct. The program integrates five components: an academic component—which provides relevant basic skills instruction based on an individualized education plan; an occupational component—which provides hands-on educational experiences in an adult-like work environment preparing students for the high-demand jobs of the 80's and 90's; a counseling component—which provides character building, occupational and emotional support utilizing existing state, regional, and local service organizations; a pre-employment education component—designed to enhance the employability of at-risk students through classroom instruction and student internships; and a physical education component—which offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. The occupational component includes training programs in the following areas: Computer Maintenance and Repair, Word Processing, Building and Grounds Maintenance, Horticulture/Agriculture, and Distributive Education.

Project COFFEE students demonstrated significant gains on language, reading, and math achievement tests after participation in COFFEE. Students who have dropped out of school or who are potential drop-outs, and have entered Project COFFEE, remain in school as demonstrated by a significant decrease in absenteeism rate. Project COFFEE students have a higher employability rate than do those students represented by the national statistics who have not attended such a program. The coffee graduates' employment rate is significantly higher than the comparable population.

**Requirements** Support of educators, parents, community, school board, local special service agencies, and related business/industry is essential. The project may be adopted by a single school district or by a federation of school districts. The program functions extremely well as a "school within a school"; therefore, no additional building site is required. An effective communication plan with students, parents, educators, local social service agencies, and related business and industry is required. Start-up costs for replication would depend largely on existing programs and facilities. The cost of replicating the program is approximately $3,500 per student or a range of $6,000-$58,000 per training program (20 students) depending on what resources are in place. Effectiveness of the program is greatly enhanced by the maximum utilization of existing government-supported social service agencies, industry/education initiatives, and federal and state funds for drop-out prevention.

**Services** Awareness materials are available at no cost. Visits to Project COFFEE are welcome and encouraged. Project staff can attend out-of-state awareness meetings (costs to be arranged). Training, technical assistance, and manuals are available at a nominal charge.

**Contact** **Michael Fields, NDN Coordinator; French River Education Center; P.O. Box 476; North Oxford, MA 01537. (508) 987-0219, 0210; or Sean Gilrein, Executive Director; Oxford High School Annex; Main Street; Oxford, MA 01540; (508) 987-2591, 2463.**

Developmental Funding: Vocational Education

JDRP No. 82-25 **(5/19/82)**
Recertified **(5/21/86)**

## College Studies for the Gifted (CSG). A program providing academically advanced opportunities for the gifted pre-college student.

**Audience** Approved by the JDRP for intellectually, artistically, dramatically, and musically gifted students ages 10-18.

**Description** The CSG program is designed to motivate and challenge gifted students between the ages of 10-18 by offering them the opportunity for advanced study in science and the liberal arts. The students spend a portion of their school day attending classes on a university campus and the rest of the day in the public school setting. Students may attend the program full-time or take evening classes.

During the CSG summer program, gifted students live and work together. They attend regular university classes with college students for credit. They are provided with an academically stimulating environment. They are challenged by the academic climate, and receive counseling to meet social and emotional adjustment needs while accumulating college credit.

The program is a cooperative effort, utilizing existing resources among the university, the school district and the student.

**Requirements** The CSG program is entirely transportable. It is most appropriately maintained at a liberal arts university. The initial contact for starting up the program should come from outside the university. The program requires at least 10 hours of training in program techniques, administrative design, policy and procedure changes and utilization of available resources. The first 6 to 12 months of the program should be spent on start up items, i.e., personnel, curriculum development and preliminary planning in school district. By the second year the program should be fully operational.

**Services** All necessary materials and program implementation is available, including a comprehensive training document that specifies implementation procedures for the CSG program.

**Contact** **Anna Luhman; College Studies for the Gifted (CSG); Fort Hays State University; 600 Park Street; Hays, KS 67601; (913) 628-4536.**

Developmental Funding: State JDRP No. 86-14 **(7/2/86)**

**Keyboarding, Reading, and Spelling (KRS). (Formerly *Basic Literacy Through Microcomputers*). A program teaching students to use a microcomputer keyboard in the process of learning to type, read, and spell. Mastery is built into the program.**

**KRS**
**Keyboarding**
**Reading**
**Spelling**

**Audience** Approved by JDRP for students grade one through grade six. Supporting data also were gathered from students in grades 7-8.

**Description** *Keyboarding, Reading, Spelling* is an instructional program that enhances reading achievement and keyboard skills. The program uses a phonetic approach to reading, with the microcomputer being an essential component of the instructional process. The computer does not replace the teacher in instructing, but rather provides opportunities for students to master skills through reinforced practice.

Students in grade 1, using the typewriter version of the program, demonstrate reading achievement scores, as measured by the CAT, that are higher than scores of students in a true control group, at a statistically significant level ($p<.01$).

Students in grade 3, using the micro-computer version of the program, demonstrate reading comprehension and speed-and-accuracy scores, as measured by the *Gates-MacGinitie Reading Tests*, that are higher than scores of students in a non-equivalent control group, at a statistically significant level ($p<.01$). Typewriting and computer usage skills are also statistically significant for the experimental group when compared to the control group. Visual and auditory memory skills improved significantly.

Students in grades 1 through 6 using the KRS program demonstrate reading vocabulary, comprehension, and language skills scores, as measured by the *Metropolitan Achievement Test*, significantly higher ($p <.01$) than scores of control students who also spent an equal amount of time in the computer lab in other computer programs. Computer usage and typing skills are also statistically significant for the experimental group when compared to the control group.

The program works whether one or more computers are available to a class or whether there is a computer lab in the school. Although the teacher teaches some skills, students are independent as they work at the computer.

The basic program which includes four disks costs $180.00. Five sets of the four disks cost $468.00. Notify Reid Foundation which size disks (3 1/2" or 5 1/4") are used on IBM PC and compatible computers.

**Requirements** A one-day preparatory inservice education program conducted by a Reid Foundation staff person is desirable. The program includes lecture and practice sessions. It would be advantageous to the trainees to have Apple IIe, IIc, IIgs, or Macintosh, or IBM PC compatible computers available. It is desired that data from pre- and post-tests are sent to the Developer-Demonstrator.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional sites in other states. Project staff is available to attend out-of-state awareness meetings at no cost. Training can be done at project site or at adopter sites. Awareness videotape is available for rental. At initial awareness and training sessions, time is provided without cost, and expenses are negotiated. Training and awareness can take place the same day.

**Contact** **Ethna R. Reid; Reid Foundation; 3310 South 2700 East, Salt Lake City, UT 84109; (801) 486-5083 or (801) 278-2334.**

Developmental Funding: Local

JDRP No. 84-14 **(3/26/84)**
Recertified **(10/30/87)**

## KIDS KITS (Kids Interest Discovery Studies KITS).

**A program to generate active, self-directed learning and higher levels of thinking, using organized sets of multi-media materials on topics of student interest.**

**Audience** Approved by JDRP/PEP for students of all abilities, grades 1-8. Has been used successfully with gifted and talented, Chapter 1, learning disabled, and bilingual students, as well as students in the regular classroom.

**Description** KIDS KITS is a multi-media approach to gifted and talented education, special education, regular classroom instruction, and library media center activities. Based on a school-wide survey of student interest, kits such as Indians, Astronomy, and the Human Body are developed by the library media staff and teachers. Kits contain books, filmstrips, tapes, models, study prints, etc., suitable for different grade levels, a variety of learning modalities, and a range of abilities. Integration of resources into KIDS KITS allows for immediate hands-on use of a variety of materials. There are four phases of student involvement: exploration, in-depth study, application, and sharing of information. Exploration allows students to become aware of topics of interest and resources available. During in-depth study, students ask and answer research questions by listening, viewing, reading, and writing. Students apply the information they have learned by creating a product or preparing a presentation. A wide variety of study products are encouraged, such as creative writing, transparencies, tapes, models, or filmstrips. Products may be added to the kits. Students are encouraged to share their learning with families, classmates, teachers, and students from other classes through product displays, presentations, and informal discussions. KIDS KITS is adaptable to any scheduling pattern and to any type of school organization, such as self-contained, open space, teaming, or departmentalized. Individuals, pairs of students, small groups, or large groups can use the kits in the library media center or in classrooms. Structured activities are guided by library staff or teachers.

**Program Effectiveness** Interview data for students in grades 1-8 have been collected at the original school and at eight adoption sites located in five different states, representing a size range from rural to urban. Analysis of the data indicated that with increased kit use students demonstrate: (a) greater specificity, complexity, and multiplicity in their descriptions of the purpose of their learning activities; (b) more awareness and use of learning resources; and (c) a greater number of applications of the information gained. At the developmental site, where students had participated for one to three years, results were significant at the .001 level. At the adoption sites, after five-seven months of kit use, the significance levels varied from .03 to .001.

**Requirements** Staff at the adopting school develop at least six kits. The school identifies a staff member to serve as the program coordinator—usually the library media specialist/aide or a teacher. The coordinator or coordinating team receives four to six hours of training in kit materials selection, program operation, and evaluation. Classroom teachers receive one to three hours of inservice training in how to use KIDS KITS to supplement their instructional program. Library media staff and/or teachers train students in the use of KIDS KITS, operation of audiovisual equipment, and production methods. A wide variety of commercially available multi-media materials is used to compile the kits. Much of this material is already found in most schools. Costs vary considerably, depending on the amount of new materials purchased. Most schools already have appropriate audiovisual equipment. Materials available for purchase from the KIDS KITS project include Program Manuals (one required per school), Activity Cards (optional), and Discovery Cards (research questions; optional).

**Services** Awareness materials are available at no cost. Arrangements can be made by appointment for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the adopter site or at the project site. Follow-up services are available for kit compilation, program implementation, and evaluation. Costs for all services available to be negotiated.

**Contact** **Jo Ann C. Petersen; KIDS KITS Project; 13200 West 32nd Ave., Golden, CO 80401. (303) 279-7418.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-40 **(12/15/81)**
Recertified **(4/20/89)**

## **Past Is Prologue.** A program teaching elementary students the procedures involved in operating a democratic government.

A TRIBE OF TWO
BOOK SERIES

**Audience** Approved by the JDRP for elementary students, grades K-6.

**Description** *Who Speaks For Wolf* is one of three Learning Stories originally designed over many generations by Iroquois teachers to enable their students to develop fully as participatory individuals. Wolf is designed to help students learn to cope effectively with self-government. The story presents multi-level concepts of the decision-making system of a democratic community. It focuses on group discussion patterns leading to consensus, the positive and negative consequences of all decisions, and their establishment of a system to identify the full effect of each decision. These themes are presented in an Indian setting that captures the interest of the young and involves them in the learning process.

Teachers use the text, The *Teacher's Guide*, and an audio cassette tape, in a variety of ways. The materials can be presented in a 2-3 week unit of study at the elementary level. Teachers also find that the thinking skills encouraged by the unit relate to several other elements in the curriculum. *Who Speaks For Wolf* becomes a reference point over the course of the year, encouraging students to begin to integrate various curriculum components.

Teachers report materials are equally effective with gifted, average, and disadvantaged students. The materials can be used in a heterogeneous classroom as well, to bring out deep insights from slow as well as fast learners.

**Requirements** The users must purchase *Who Speaks For Wolf*, and *Teacher's Guide*. An audio-cassette is also available. Teacher training will be offered and a video-taped introduction to this education system is available. The cost of materials and supplies (including text, teacher's guides, videotapes, etc.) is about $350.00. The cost of the personnel training is about $900.00 and includes salary and transportation for a certified trainer to work with local personnel.

**Services** Awareness materials available at no cost. Project site visits are welcomed, by appointment. Project staff is available for awareness sessions (cost to be negotiated).

**Contact** **Ms. Paula U. Spencer, Past Is Prologue, P.O. Box 216, San Anselmo, CA 94979. (415) 457-6548.**

Developmental Funding: State and local — JDRP No. 86-20 **(7/9/86)**

## Philosophy for Children.

**A program designed to improve the reasoning ability and creativity of children, by stressing reading comprehension and the classroom discussion of ideas.**

**Audience** Approved by the JDRP for elementary school children grades 3-7.

**Description** *Philosophy for Children* offers conceptual and cultural enrichment while providing skill improvement in comprehension, analysis, and problem solving. Specifically, the program develops reasoning competencies (e.g., inferring and finding underlying assumptions) and inquiry skills (e.g., forming hypotheses and explaining). To meet these goals, the program utilizes all of the following:

- the novel as text,
- the discussion method, aimed at transforming the classroom into a community of inquiry,
- comprehensive instructional manuals, and
- rigorous teacher education seminars.

Preparatory cognitive skills are introduced in grades 3-4. Basic reasoning skills are introduced in grades 5-6. The curriculum is divided into six sub-programs, each containing a children's reader and a teacher's manual. The children's reader consists of a collection of stories. In the classroom setting, children read and discuss an appropriate episode for their grade level. The teacher has the students identify themes within these stories and generates a discussion.

The pedagogical strategy of *Philosophy for Children* is to introduce children to standards of sound thinking through careful discussion of ideas. In this way, their reading, writing, speaking, and listening become infused with better reasoning, and this is then carried by them into other classrooms. *Philosophy for Children* is therefore critical thinking at its most thorough, aimed at producing reasonable students capable of good judgment when finding themselves in problematic situations.

**Requirements** This program has proven to be most successful in school districts in which the school administration has a clear sense of educational priorities and is consequently committed to providing the program with consistent support. Schools adopting the *Philosophy for Children* curriculum should begin with the early childhood programs and then proceed to later ones, so as to obtain the maximum cumulative impact. Training is required for all teachers who participate in the program. Teachers are observed in their classrooms by workshop directors two or three times per semester. Children's textbooks and the teacher's manual are available at minimal cost.

The *Philosophy for Children* program can be introduced at a minimal cost per classroom, with maintenance costs being as low as $2.67 per student per year per classroom of 25 students. First year installation costs vary from a total of $539.00 to $845.20 depending upon the method of training for the teacher. This is equal to a cost of $21.56 to $33.80 per student.

**Contact** **Matthew Lipman; Professor of Philosophy; Director; Institute for the Advancement of Philosophy for Children; Montclair State College, Upper Montclair, NJ 07043, (201) 893-4277.**

Developmental Funding: NEH, USOE, ESEA Title IV-C, State and Private Sources JDRP 86-12 **(7/2/86)**

## Scholars-In-Schools (SIS). A program aimed at improving education in the humanities.

**Audience** Approved by the JDRP/PEP for all secondary schools.

**Description** The purpose of the *Scholars-In-Schools program* (SIS) is to improve humanities education by involving university and other scholars with a PhD or ABD in a discipline of the humanities in classroom instruction, curriculum development, program enhancement, and staff development. The program places humanities scholars in secondary schools (grades 7-12) for long-term residencies, usually 60-100 days during the 180-day school calendar, for a one-to-three year period. The scholars work with a team of teachers in each school to bring about **systemic** change; the program is **not** one of enrichment.

SIS is both fixed and flexible: It has key elements which should be an integral part of every program, yet is flexible so that it responds to local needs and requirements. For example, at each site a team of teachers is identified; these teacher teams recruit and select the scholar, usually from within the same geographic area; the teacher team and scholar comprise **the** change agent. Together they determine the needs to be met and develop a detailed plan which is implemented during the pilot period. The program is locale-specific as well as transportable. SIS meets specific needs in particular settings. Other features include summer workshops; short programs for credit; local symposia; statewide and regional institutes.

SIS should be perceived as a process and a partnership, one that brings about improvement in the quality of humanities education by enhancing the professionalization of teachers in the humanities and aiding them in continued development in their discipline. SIS also explores a variety of techniques to facilitate the acquisition of knowledge in the humanities by students with many levels of abilities. SIS also encourages the cooperation of a variety of constituents in a school district's community and the development of networks among its various components.

**Requirements** The program may be implemented by all secondary schools, public or private. Project material includes a 30-page handbook which describes a variety of activities that can occur in the program as well as step-by-step guide to setting a SIS program in place. Additional materials from three model sites—urban, suburban, and rural—is also provided in the *Project Sites Guidebook*.

SIS is easily transported, replicated, and installed in various school sites. This is evidenced by its implementation in dozens of sites of many varieties such as rural (in an area with such a sparse population that two counties join together in a school district), large urban, inner-city, suburban areas and sites in multi-ethnic and culturally and demographically diverse settings throughout the country since 1978.

SIS installation and maintenance averages $4,000-$10,000 per year, per school site, to pay scholar stipends, provide honoraria, tickets, transportation, curriculum materials and such. The cost may be reduced by utilizing emeritus faculty and by universities donating scholar time. Funding for the program has been accomplished through a variety of partnerships among schools, foundations, corporations, and other sources.

**Services** Awareness materials available at no cost. The *Handbook Project Sites Guidebook and Video* are available at nominal cost. Project staff is available (cost to be negotiated). Visitors are welcome to project sites, by appointment.

**Contact** **Ann M. Pescatello; Center for South Asia Studies; University of California-Berkeley; 865 Euclid Ave., Berkeley, CA 94708 (415) 525-9611.**

Developmental Funding: Federal CCH, local and private JDRP No. 86-22 **(7/9/86)**

**P***roject*
**S***uccess*
**E***nrichment*

## **Success Enrichment.** A program to enrich the education of intellectually, academically, and creatively gifted students.

**Audience** Approved by JDRP/PEP for gifted and talented students, grades 4-6, field-tested in grades 2-8.

**Description** Special enrichment activities are provided for students in grades 2-8 with exceptionally high ability in the areas of language arts and visual art. Students can be grouped in enrichment classes of 15 or fewer students per section. (This can also be accomplished within a regular classroom setting with provisions for flexibility in student outcomes and expectations for varying student ability levels.) Enrichment classes can meet 2 hours per week. The participants are not relieved of their regular classroom assignments, if the pullout model is used, they are excused from regular classroom attendance to participate in the program.

Lessons are presented in a hierarchical sequence from skill awareness through skill acquisition, skill mastery, skill application, to skill transfer. At the skill application level, elaboration, originality, divergent thinking, and problem-solving are emphasized. Cooperative learning approaches, such as hands on activities, shared decision-making, active participation, and questioning techniques are demonstrated and experienced throughout the program of activities and course. Self-management and social skills are also stressed, along with a process-oriented approach to the content.

The language arts curriculum includes (l) Imagery (similes, metaphors, and personification), (2) Vocabulary (descriptive adjectives and work expansion), (3) Sentences (order, types), (4) Literature (Newbery Award winners, literary analysis), and (5) Format (organization, editing, theme). Upon mastery of these topics, learners study in-depth, various types of poetry and short story writing and transfer their literary knowledge to a variety of integrated projects. Both oral and written communication skills are stressed through various teaching strategies. This whole language curriculum is embodied in six packets (four-six years of instruction): introductory, short story, poetry, drafting and editing, literary analysis (classics, Newbery Award Winners), and projects and evaluation.

The art curriculum includes enrichment activities that focus on drawing, painting and design, claywork and sculpture, and thinking (creative and critical) appropriate for children of all ability levels. The curriculum activities are sequential, use a variety of media, and emphasize (1) proportion, (2) contour, (3) detail, (4) shape, (5) form, (6) pattern (7) texture, and (8) use of color. After completing skill awareness and skill acquisition activities, students embark on individual projects.

**Requirements** Implementation requirements include: identification of instructors; instructors and principal participate in two-day in-service; acquisition of curriculum; instruction; possible one-day follow-up; and post-testing. (These requirements vary depending on the model program adopted.)

**Costs** Training expenses involve negotiating an honorarium, travel and per diem costs for one trainer. Twenty- to twenty-five persons can be accommodated in one training session. Adopters purchase a training manual and curriculum unit per participant which ranges from $50.00 to $155.00 depending on the resources available.

**Services** Visitors are welcome at any of our demonstration sites by appointment. Project staff is available for awareness and training sessions, and for follow-up and evaluation services. Project brochures and secondary awareness materials are available upon request.

**Contact** **Carolyn Gaab-Bronson, Project Success Enrichment; The Creative Connection; P.O. Box 22447; Seattle, WA 98122. (206) 325-5418.**

Developmental Funding: ESEA Title III and IV-C

JDRP No. 83-6 **(3/4/83)**
Recertified **(5/11/89)**

## Talents Unlimited. A teacher training program which improves students' creative and critical thinking skills within the regular classroom curriculum.

**Audience** Approved by PEP for grades 1-6. Data currently being gathered in kindergarten and 7th-12th grade implementations.

**Description** *Talents Unlimited* is a teaching/learning model which integrates creative and critical thinking skills into the set curriculum in any classroom arena. Based on the Multiple Talents Approach to Learning developed by Dr. Calvin Taylor at the University of Utah, this program increases student performance in specific TALENTS processes including Productive Thinking, Communication, Forecasting, Decision Making, and Planning with the Academic Talent as the frame of reference for all activities.

The model features three major components:

- Teacher Training - Professional development opportunity directed by certified trainers where teachers learn the TALENTS processes and strategies for classroom implementation.
- Student Assessment - Instruments and activities, formal and/or informal which measure student performance in TALENTS thinking skills.
- TALENTS Instruction - Lessons modeling TALENTS processes and technical assistance directed by a certified trainer which guide teachers as they generate meaningful, accurate activities to address curriculum and enhance thinking.

**Requirements** A 12-16 hour inservice conducted by a certified trainer is necessary before teachers implement the TALENTS program in their classrooms. After this initial training, teachers will need various forms of technical assistance to insure an accurate, effective program adoption.

**Costs** The costs for the initial teacher in-service to an adopter include travel, lodging and food for the consultant, and other travel expenses incurred, a consulting fee, and a materials fee per participant. A minimum of two days of training are required for classroom implementation. In addition to workshop training materials, there are example activities available. The *Talent Activity Packet* (TAP) is $50.00 and the paperbacks per talent are $20.00 each, making the entire set of sample activities $150.00. A set per participating teacher is not necessary, but a set per adopting school is advisable.

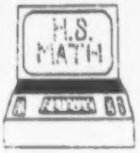
**Services** Awareness materials are available at no cost. There are 7 National Demonstration Sites in the United States, and these schools can be visited throughout the school year upon request to the building administration. Project staff is available to attend out-of-state awareness meetings (travel and per diem to be negotiated). Training is conducted either in Mobile or at the adopting school site. Implementation and follow-up services are available to adopters (all expenses to be negotiated).

**Contact** **Brenda Haskew; Talents Unlimited; 1107 Arlington St.; Mobile, AL 30605. (205) 690-8060.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-82 **(6/6/74)**
Recertified **(3/19/91)**

# Utilizing Computers In Teaching Secondary Mathematics. Program of microcomputer-based instructional materials and techniques to improve mathematics skills.



**Audience** Unanimous approval by JDRP for students of all skill levels, grades 9-12. Program materials also successfully used in grades 7-8 and 13-14.

**Description** This project's goal is to improve mathematics skills through the use of microcomputer-based instructional materials and techniques. The project's package consists of two teachers' manuals and six disks containing approximately 70 computer programs which encompass six areas of secondary level mathematics—Algebra I & II, Geometry, Trigonometry, Calculus, and Applied Mathematics. While some programs are tutorial in nature, others are drill and practice or simulations using graphics. The programs can easily be integrated into any traditional math curriculum without the need to hire any additional staff.

A typical approach to implementing the project materials is to introduce the topic of study using traditional methods of instruction. Students are then instructed to access the specific computer programs designed to apply the concept or skill and obtain detailed explanations and instructions as to how to proceed with independent investigations utilizing the information provided. During this time, the teacher serves as a resource person providing individualized assistance. A follow-up discussion is held at the end of the class period and work is assigned from the text or from a worksheet generated from the computer program.

**Focus** Math enhancement for students and an alternative teaching tool. During the training, emphasis is placed on curriculum and program integration for long-term implementation into a school system.

**Requirements** No additional or special staff is necessary to replicate the project. Approximately four hours of training are required. Training arrangements must be made through the project staff.

**Services** Awareness materials are available at no cost. Training is available at adopter site (all expenses, plus trainer's fee must be paid). Implementation and follow-up services are also available to adopters (trainer's fee and expenses must be paid). A fee of $150 is charged for the teachers' manuals and computer programs which are available. For further information contact project staff listed below.

**Contact** **Monika Steinberg, Project Director, or Elizabeth Ann Pagen, Project Manager; UCTSM; Educational Information and Resource Center (EIRC), 606 Delsea Drive, Sewell, NJ 08080. (609) 582-7000. FAX (609) 582-4206.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-17 **(4/29/82)**
Recertified **(6/18/86)**

## Cupertino Concept: Computer Literacy and Beyond Program. **A staff development program for the integration of technology into the curriculum (K-8). Approved by JDRP for students in grades K-8 and as a staff development project.**

**Description** The *Cupertino Concept*, through an integrated use of technology in the curriculum, aims to develop fully functional students empowered to deal with an information-based society through development of skills for assessing, creating and manipulating information products and services. To realize this goal, a process has been developed whereby teachers help students use technology (computers, etc.) as a tool to enhance learning in the curriculum content areas. There are six strands in the *Cupertino Concept* model: Philosophy, Software, Hardware, Lead Teacher Network, Staff Development, & Curriculum. The ultimate goal of each strand is the development of a local plan to assist the adopter.

The elements of replication for this program include management and staff training, technology planning, technical support, curriculum development, and evaluation. Adopters can be trained to implement a similar program in a one-day workshop. A more comprehensive two-day workshop is also offered.

Costs consist of honorarium, travel and per diem to be paid by adopter/facilitator. Trainings are tailored to client needs. Additional materials include a training manual and computer literacy guide (Training manual [including computer literacy guide] - $75. Computer literacy guide alone - $10.00).

Awareness materials are available at no cost. Visitors are welcome on site by appointment. Project staff is available for awareness meetings (cost to be negotiated).

**Contact** **Barbara Caligiuri; Cupertino Union School District, 10301 Vista Drive, Cupertino, CA 95014; (408) 252-3000 ext. 340.**

Developmental Funding: ESEA Title IV-C JDRP No. 83-37R **(3/30/84)**

---

## Institute for Creative Education (ICE). **A program that teaches a creative problem-solving process based in a sequentially ordered curriculum that integrates thinking skill development to a wide variety of subject areas.**

**Description** The *Institute for Creative Education* program is based on the belief that creative problem solving is essential to a quality learning experience. The project's process orientation, with a concentration on developing students' divergent thinking skills, gives students, in a non-threatening atmosphere, the foundation for sound decision making. The project's goal is to develop students' abilities to respond to problems or tasks more fluently, flexibly, originally, and elaborately.

Unique to this program are the sequentially ordered activities or lessons that teach a process of creative problem solving that is clearly understandable to students and teachers. These curriculum materials are obtained at a two-day training workshop conducted by the *Institute* staff. During training, teachers experience the format of the curriculum and the basic elements contributing to the project components: productive thinking, reinforcement, and consciousness raising. Training activities also include teaching skills that assist teachers with techniques that foster effective thinking skill development.

**Contact** **Monika Steinberg, Project Director; Institute for Creative Education; Education Information and Resource Center (ERIC); 606 Delsea Drive, Sewell, NJ 08080. (609) 582-7000. FAX (609) 582-4206.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-22 **(7/11/79)**

## Learning To Learn: Improving academic performance across the curriculum.

**Description** This program is the only learning improvement program at the post-secondary level to be approved by JDRP on the basis of both students' **significantly higher grade point** averages and **retention through graduation**. LTL is generally delivered as a 14-week course. The difference it produces in student learning and retention rates is substantial: data show a 20% increase in retention through graduation for four-year college students, a 50% increase in retention for two-year college students. We anticipate that the net effect of the program on a college using this system would be to increase its revenues (through higher student retention rates) and raise its academic standards (by improving students' ability to perform well in academic courses). The LTL system was developed through research in the learning strategies of successful students. Such students (1) ask questions of new materials, reading or listening for confirmation; (2) break down into smaller units the components of complex tasks and ideas; and (3) devise informal feedback mechanisms to assess their own progress. The LTL system is not a study skills system which loses its impact after students stop using the techniques. Once new LTL behaviors are established, they become part of the learner, integral to his/her thinking process. We think of these methods as comprising a fourth basic skill which facilitates the other three. Studies using statistically equivalent control groups were conducted on two college campuses. The studies showed significantly higher GPA's for students who had participated in the LTL course when effects of course load, sex, race, SAT scores, and previous academic record were removed (p<.05).

**Contact** **Marcia Heiman; Learning to Learn, Inc.; 28 Penniman Road, Allston, MA 02134, (617) 783-9292 or 1-800-28THINK.**

Developmental Funding: Special Services for the Disadvantaged Higher Education Act of 1965, PL 89-329.

JDRP No. 83-25 **(6/15/83)**

---

## SAGE. A program designed to develop higher level thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students. Approved for gifted and talented students , grades 1-5.

**Description** The objectives of the program are to develop higher order and critical thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for academically/intellectually gifted and talented elementary school students. The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units, and independent study. Activities presented in the thinking skills development portion of the curriculum stimulate and challenge students to think and to perform at higher levels of thinking; assist in the development of critical, inductive, deductive, and creative thinking skills; and present specific instruction in areas of information gathering, organizing and using resource materials. Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas The third segment of the SAGE core curriculum is independent study, which allows students to extend and to enrich their knowledge of interest/content areas. A mentorship program, utilizing experts in the areas of student interest, is an outgrowth of independent study.

SAGE develops new themes annually. There is a SAGE Network of adopters who share thematic units as well as curriculum adaptations made for the regular classroom. Thinking skill booklets for the regular classroom teacher are available through the program's supplemental materials component.

The SAGE materials are adaptable to a variety of program designs. Guidelines are provided for schools in the initial program development stages. Schools which already have established a gifted/talented program may use the materials to enhance their current program. The SAGE Tri-Fold Curriculum can be easily implemented in one of three instructions models or a combination of the field-tested models: separate classroom, resource room, consultant teacher. Classroom teachers can be trained to implement SAGE for the academically/intellectually gifted students in the regular classroom.

**Contact** **Rebecca Williamson, Project SAGE, 1140 Boston Avenue, Longmont, CO 80501. (303) 651-1751.**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-43 **(5/27/83)**

# SECTION K:

## Health/Physical Education

* Athletic Health Care System K-1

CASPAR (Cambridge and Somerville Program for Alcoholism and Drug Abuse Rehabilitation) Alcohol and Drug Education Program K-2

* CHOICE K-3

Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition) K-9

* Every Child a Winner with Physical Education K-4

* Growing Healthy K-5

Have a Healthy Heart (HHH) K-9

* Know Your Body-KYB (The), School Health Promotion Program K-6

Me-Me Drug & Alcohol Prevention Education Program K-10

Ombudsman K-10

Physical Management K-11

* Social Decision Making and Problem Solving K-7

* Stanford Adolescent Heart Health Curriculum K-8

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Athletic Health | 3 | K-1 | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, DC, GA, HI, MI, MT, NE, NV, NY, OH, SC, UT, VA, WA, WV | 3+ |
| CASPAR | 6 | K-2 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | KY, MA | 3+ |
| CHOICE | 3 | K-3 | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | MI, TX | <1 |
| Curriculum for Mtg. | 6 | K-9 | | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 2 |
| Every Child a Winner | 3 | K-4 | ✓ | | | neg | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | neg | | AL, AZ, FL, GA, KY, ME | 2 |
| Growing Healthy | 6 | K-5 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | All States | 3+ |
| HHH | 3,6 | K-9 | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | None | 1 |
| KYB | 6 | K-6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, GA, MA, MS | 2 |
| Me-Me Drug | 6 | K-10 | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | AZ | 1 |
| Ombudsman | 6 | K-10 | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, AS, AZ, CO, DC, ID, KS, NC, NE, NH, NV, NY, OK, OR, TN, UT, VA, WA, WY | 3+ |
| Physical Mngmt. | 6 | K-11 | | | | | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | IL, KY, ME | 2 |
| Social/Problem | 6 | K-7 | ✓ | | | neg | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | neg | | None | 3+ |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## Athletic Health Care System.

**A comprehensive system to prevent and manage athletic injuries in interscholastic athletic activity. Approved by JDRP for high school athletics–coaches, athletic directors, school nurses, certified athletic trainers, and student trainers.**

**Description** Schools have the responsibility to operate safe athletic programs and to manage athletic health problems properly. This comprehensive risk management system serves to reduce liability. State-of-the-art sports medicine methods, adapted for the high school level meet the educational, organizational and recordkeeping requirements toward safer interscholastic athletic activities. The Continuing Education Committee of the American College of Sports Medicine has endorsed the efforts of the project developer. The program includes:

- **Education** A 30-hour course for the entire "health care team" comprised of all coaches, the school nurse, certified athletic trainer (if on staff), and approximately 10 high school student trainers. The course provides common sense and knowledge in the areas of injury prevention, injury recognition, first aid, supportive taping, rehabilitation, and organization of the training room, as well as the importance and skills of recordkeeping. The laboratory portion of the course provides an ample 10 hours of demonstration by skilled health professionals who oversee the actual practice of the learned skills by participants. Coaches and students, after taking the course, show greater concern and ability to recognize injuries. **The National Leadership Institute**, conducted for one week annually each July in Seattle, focuses on the administrative skills of organizational management required for supervising and coordinating a system of athletic health care. The accompanying Administrative Manual explains the Athletic Health Care System philosophy and all procedures. Attendees become "Certified Administrators" for the Athletic Health Care System. Local leadership institutes can also be arranged.
- **Needs Assessment** considers the existing athletic program for safety and health care quality. School administrators and athletic staff receive a formal written report of the noted deficiencies and suggested corrective action plans.
- **Central Training Room** serviced by student trainers under adult supervision (preferably a Certified Athletic Trainer), with proper equipment, design and access for both boys and girls, provides services ranging from injury prevention, first aid, and rehabilitation for all student athletes. The Student Trainers Supervisor's Manual provides guidelines for selecting, utilizing, and evaluating student trainers.
- **Standardized Procedures** institute the daily use of written guidelines, checklists, protocols and recordkeeping. Participating schools demonstrate knowledge in emergency preparedness as well as organized management of injuries and health problems among student athletes. The Communications Manual explains the importance and use of special forms. Recordkeeping provides documentation and data for analysis.
- **Data Analysis and Observations** of each sport permit informative seasonal and year-end evaluative summaries on injury rates (injury surveillance system) and emergency preparedness/sideline safety for each sport. Through evaluation, quality assurance and accountability are maintained.

**Requirements** Written support from school administration and local medical community; appointment of System coordinator for each school; assessment of the entire athletic program; required attendance by all coaches and student trainers at the educational session; formation of a central training room; appointment of student trainer supervisor; use of daily system procedures; accurate recordkeeping; full participation in the evaluative component of the system; a school-wide commitment to change; and attention to detail ensure successful implementation.

**Services** Awareness materials (literature and video tape) are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff welcomes opportunities to attend out-of-state awareness meetings. Adoption services include: inservice training for System Administrator/Coordinator (one person per school), preferably at summer National Leadership Institute in Seattle*; training for entire coaching staff and selected student trainers at adoption site (approximately 20-30)*; system materials, manuals, recordkeeping forms, guidelines and protocols; athletic program needs assessment report; evaluative services including injury data analysis, sideline safety observation reports; technical assistance and consultation as needed. Cost breakdown available upon request. *Three college credits (quarter system) are available for each course through the University of Washington.

**Contact** **Stephen G. Rice, M.D.; Athletic Health Care System; Division of Sports Medicine GB-15; University of Washington; Seattle, WA 98195. (206) 543-6734; FAX (206) 543-6573.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-37 **(7/21/82)**
Recertified **(5/1/87)**

---

# CASPAR (Cambridge and Somerville Program for Alcoholism and Drug Abuse Rehabilitation) Alcohol and Drug Education Program.

**A curriculum to improve attitudes and cognitive knowledge related to alcohol and alcoholism.**

**Audience** Approved by JDRP for all students in grades 7-12. This program has also been used with elementary and alternative school audiences.

**Description** Sociological studies of ethnic groups with high and low rates of alcoholism confirm the apparent transmission of drinking attitudes and behavior along family and cultural lines and link the incidence of alcoholism to the way in which children are acculturated to alcohol. In contrast to views of alcoholism based exclusively on psychological or physiological determinants, these studies suggest that alcohol use and abuse are learned behaviors and that attitudes toward drinking are prime factors in the development of alcoholism.

The *Decisions About Drinking* curriculum has units for elementary grades K-3 and 3-6, junior high grades 7-9, and senior high grades 10-12. Each unit has sequential modules for each grade level which follow a spiral pattern, repeating similar concepts in progressively greater depth. Each module is designed for seven to ten 45-minute teaching periods, with flexibility for expansion or contraction to a minimum of five teaching periods. Factual information, personal and societal attitudes about alcohol and decision making are covered during the first six or seven periods, with alcoholism covered only during the last one to three periods, when children who are experiencing family problems will be more ready to accept this information. The curriculum emphasizes high student involvement through participatory activities such as debates, role plays, polls, drawings, and small group discussions. Activities focus on real life issues and situations, and convey repeated and consistent messages about safe and responsible decision making in relation to alcohol. Trained teachers using the CASPAR model can produce classroom situations in which many children will exhibit atypical behavior, signalling their distress over alcohol-related concerns. At this point, the teacher can discuss problems with the students and refer them to appropriate community agencies. Besides facilitating referrals, evaluation evidence from a number of sites indicates that proper implementation increases knowledge and affects attitudes, and that these changes remain for at least a year. Published evidence also suggests that repeated exposure may decrease rates of problem drinking.

CASPAR has published a drug curriculum, *Learning About Drugs* (K-6) to be used in conjunction with its alcohol curricula. It includes participatory activities, age-appropriate information, and a non-use message.

**Requirements** Teacher training consists of an 18-hour workshop. It is desirable to have an additional day as follow-up; the curriculum should be tried out in a 2-3 week interval before the follow-up session. Purchase of curriculum manuals (one per school) and resource materials is required. Although films which can be purchased or rented are featured in the curriculum, they are not required. For each curriculum activity based on a film, an alternative activity is provided. The program can be implemented by one teacher or by a total school district. No personnel or facilities are required.

**Services** The K-3 *Learning About Alcohol* curriculum costs $75. The 3-12 *Decisions About Drinking* curriculum costs $125. The K-6 *Learning About Drugs* curriculum costs $95. Most consumables for classes can be copied from these manuals. Awareness materials are available at no cost. Project staff is available to attend awareness meetings, with adopter to bear costs. Workshops at project site (offered in January and July) cost approximately $300 per participant. Workshops at adopter site cost $2,200 (plus travel and expenses) for a maximum of 15 participants.

**Contact** **Ruth B. Davis, Ph.D., Director; Priscilla J.G. Quirk, M.Ed., Assistant Director; CASPAR Alcohol Education Program; 226 Highland Avenue; Somerville, MA 02143. (617) 623-2080.**

Developmental Funding:

JDRP No. 82-42 **(10/28/82)**
Recertified **(87)**

## CHOICE. A cancer prevention program for students grades K-12.

Project
CHOICE
a curriculum in cancer prevention

**Audience** Students grades K-12.

**Description** *Project CHOICE* is a cancer prevention and risk-reduction curriculum for students in grades K-12. The program lessons are taught during a two-week time period at each grade level.

The *Project CHOICE* curriculum consists of comprehensive, sequential units which promote three primary learning goals: 1) Students will learn cancer information and components of cancer risk; 2) Students will learn a rational process of information evaluation and decision making; 3) Students will assume the locus of responsibility for behaviors leading to cancer risk-reduction and wellness.

The curriculum kits include original filmstrips, experiments, decision-making scenarios, group work, classroom reports, debates and discussions. The overall program emphasis is on positive health promotion, personal responsibility for health, the role of health professionals, and an understanding of risk and risk-reduction concept. The lesson themes attempt to replace a fear of cancer with a positive and active approach to maintaining health. At different grade levels the units deal with seven broad areas of cancer risk: Host Factors; Drugs—including alcohol and tobacco; Occupational Hazards; Stress; Environmental Factors—including radiation exposure; Nutrition; and Sun Exposure.

Not all cancers can or will be eliminated by cancer risk-reduction practices; therefore students are taught to understand and recognize cancer warning signs, methods of early detection, appropriate treatment, and unproven methods of cancer treatment. By developing their own personal cancer risk-reduction plans, students enhance their awareness of their own responsibility for their health. Teachers are provided with complete lesson plans, student learning objectives, a *Cancer Resource Guide* with information that corresponds to lesson content, and all teaching materials.

**Requirements** Adopting districts are required to take part in a one-day inservice training. The gathering of evaluation data by adoptors is optional.

**Costs** K-12 kits include all materials and teacher resource guides at approximately $35-$145 a grade level, or approximately $940.00 for a K-12 set.

**Services** Project staff is prepared to provide awareness, training, and follow up. Travel expenses will be negotiated with adopting districts. Sample kits are available for preview. Contact Project CHOICE Staff for details.

**Contact** **Sarah Miller, Project Director; Project CHOICE-MP 951; Fred Hutchinson Cancer Research Center; 1124 Columbia Street; Seattle, WA 98104. (206) 467-4679.**

Developmental Funding: National Cancer Inst. JDRP No. 83-18 (3/8/83)

## Every Child a Winner with Physical Education. A developmentally appropriate physical education program which improves fitness for all children regardless of physical or mental ability.

**Audience** Originally approved by JDRP for students grades K-6, reapproved 1985 and 1991 by JDRP for grades 1-3. Components for grades 4-6 are still available and active.

**Description** The program uses the concepts of space awareness, body awareness, qualities of movement and relationships as the basis for child designed games, child designed gymnastics sequences, and child designed dance. Competition is handled developmentally and appropriately in child originated games. The discovery/learning/teaching method is used, as children are encouraged to reach their personal potential. Winning in the *Every Child A Winner* program is achieved as each child does his or her best.

Training is designed to help classroom teachers, special educators and physical educators implement the program. Phase I Training includes an accountability model for program implementation, teaching techniques for movement lessons, and training in program and fitness evaluation. Phase II Training (Continuation) provides more indepth training and assistance in upper grade implementation. the program should be implemented first in K-3, with a plan for expanding to K-6.

Limited funds prevented a study of program effects on grades 4-6 in 1983. Therefore, JDRP reapproval covered only grades 1-3. However, the program has been successfully implemented in grades K-6 since 1974 in over 5,000 schools in 50 states, the Virgin Islands, and Canada. An evaluation (1983) involving a random sample of 3,800 students, pre- and post-testing using the Washington State Fitness Test indicated significant gains (grades 1-3) in total fitness measures using a factor score composite. This same design was used to successfully recertify fitness in March, 1991.

**Requirements** Program conducted by certified teachers. Pupil-teacher ratio 30:1. Training essential. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct lessons. A list of equipment, resource books, and training materials needed are available from the project.

**Services** Awareness materials are available at no cost. Visitors are welcome at demonstration sites in home state and out-of-state. Training may be conducted at project site or adopter site. Project staff is available for awareness and technical training, implementation and follow-up services.

**Contact** **Martha F. Owens; Every Child a Winner; Educational Excellence, Inc.; P.O. Box 141; Ocilla, GA 31774. (912) 468-7098.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-60 **(6/6/74)**
Recertified **(3/29/91)**

## Growing Healthy®. A comprehensive health education program designed to foster student competencies to make decisions enhancing their health and lives.

**Audience** Approved by JDRP for students of all abilities, grades K-6.

**Description** *Growing Healthy* includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 8-12 week unit for grades K through 6. Each grade studies a separate unit specifically designed for that age group. The units include an introduction of the five senses, feelings, caring for health, and general health habits; the senses of taste, touch, and smell and their roles in communicating health information; the emotions and communication methods with regard to sight and hearing; the skeletal and muscular systems; the digestive system; the respiratory system; the circulatory system; and the nervous system. Throughout all grades, health information about safety, nutrition, environment, drugs and alcohol, hygiene, fitness, mental health, disease prevention, consumer health wellness, and life style is explored and reinforced. Access to a variety of stimulating learning resources, including audiovisuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts, attitudes, and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. Twenty-four separate studies have been completed including a ten-year longitudinal study. These studies indicate that Growing Healthy was effective in increasing health related knowledge and providing positive health related attitudes.

**Requirements** *Growing Healthy* requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to receive training in the grade level being adopted

**Services** Awareness materials are available at no cost. A Project Facilitator has been appointed in each state to supply information and assistance. Training is conducted at project site (all expenses must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

**Contact** **Linda S. Campbell, Director, School-based Programs, National Center for Health Education, 72 Spring St., Suite 208, New York, NY 10012. (212) 334-9470.**

Developmental Funding:
HEW: U.S. Pub. Health Ser.

Grades K-3 JDRP No. 80-6 **(5/23/80)** Recertified **(12/12/84)**
Grades 5-7 JDRP No. 79-14 **(5/8/79)** Recertified **(3/1/85)**

---

## The Know Your Body (KYB) School Health Promotion Program.

**A comprehensive school health promotion program designed to empower children with the knowledge, attitudes, and skills necessary to practice positive health behaviors related to nutrition, drug, tobacco and alcohol use, exercise, dental care, disease and accident prevention, self-management, growth and development, family living, AIDS, and consumer and environmental health.**

**Audience** Approved by PEP for students in grades 1-3 (Juno's Journeys component) and grades 4-6 (Know Your Body component).

**Description** *Know Your Body* (KYB) is a comprehensive health promotion program that involves the school, the family, and the community. In all grades, the Program focuses primarily on social skills development within the context of comprehensive health education. The curriculum consists of two components: **Juno's Journeys** (grades 1-3) and **Know Your Body** (KYB) (grades 4-6).

**Juno's Journeys** uses a core group of characters who serve as models of positive behavior. Behavioral goals are geared toward outcomes that children of this age group can realistically affect, such as breakfast and snack choices, and asking adults to not smoke in their presence. **Juno's Journeys** features students' activity books and readers, teachers' guides, song tapes, posters, games, flash cards, and parent newsletters.

The ***Know Your Body*** grades 4-6 curriculum includes students' activity books, teachers' guides, and parent newsletters. Elements of this program include behavioral rehearsal, decision-making, goal setting, diary keeping, self-monitoring, stress management, assertiveness training, and communication skills.

Both curricula stress individual responsibility for health and provide the basis for making health-promoting and disease-preventing decisions.

An additional component of the Program is the annual biomedical screening that measures height/weight, blood pressure, cholesterol, and physical fitness.

The KYB program is taught one to two times a week for an average of 40-50 minutes per activity.

**Evidence of Effectiveness** The results of several longitudinal evaluations have demonstrated that the *KYB program* (grades 1-6) has significant positive effects on students' health-related knowledge, behavior, and biomedical risk factors such as serum cholesterol levels, cardiovascular endurance, smoking, and diet.

**Requirements** Typically, the *KYB program* requires the appointment of a part-time local program coordinator who is trained by American Health Foundation (AHF) staff. The American Health Foundation hosts an NDN-funded KYB Coordinator's training bi-annually. AHF-trained coordinators then conduct inservice teacher trainings at their local sites. The interaction of teachers, administrators, school food-service personnel, and parents is key to the success of the program. The involvement of local health agencies, hospitals, and health care professionals is also an important part of program effectiveness.

**Costs** The estimated cost of the *KYB* curriculum materials and teacher trainings for 500 grades 1-6 students is $4,500 annually.

**Services** A first-level awareness packet, which includes a sample activity book, is available for $5.00. Program materials include activity books, readers, and teachers' guides. The *Know Your Body* staff will assist local coordinators in implementing the program during the first year.

**Contact** **Ken Resnicow, Donna Cross, Elly Kirschner, Lizanne O'Toole, Jessica Cherry; The American Health Foundation; 320 East 43rd Street; New York, NY 10017. (212) 953-1900.**

Developmental funding: National Heart, Lung, and Blood Institute, the National Cancer Institute, and the W.K. Kellogg Foundation

PEP No. 89-1 **(3/24/89)**

---

## Social Decision Making and Problem Solving. **A program that teaches all children to "think clearly" when under stress—a skill considered a common denominator in the promotion of academic and personal success and in the prevention of such serious problems as substance abuse, delinquency and others.**

**Audience** Approved by PEP for teachers, administrators, guidance, child study team staff, and parents of children in the elementary grades, both in regular and special education programs.

**Description** *Social Decision Making and Problem Solving* works by training educators and parents to equip children with skills in self-control and group participation, the use of an eight-step social decision-making strategy, and the practical know-how regarding the use of these skills in real life and academic problem areas.

The program is curriculum-based and occurs in three developmental phases. The readiness phase targets self-control, group participation and social awareness skills. The instructional phase teaches an eight-step social decision-making strategy to students. The application phase teaches children to use these skills in real life interpersonal and academic situations.

The primary objective is to teach children a set of heuristic social decision-making thinking steps. Lessons are taught to the children on a regular basis by their classroom teacher. Extensive guided practice and role playing are used, as is skill modeling and the use of hypothetical social problem situations. Facilitative questioning and dialoguing stimulates the integration of the techniques. And, cooperative group projects and writing assignments further advance that process.

**Evidence of Effectiveness** In pilot tests and published evaluations that have been emerging since 1979, teachers who were trained were found to improve in their ability to facilitate children's social decision-making and problem-solving. The children who received the program improved their social decision-making and problem-solving skills relative to control groups. Students also showed more prosocial behavior in school as well as greater ability to cope with stress upon their transition to middle school, when compared to control youngsters. Students who were followed up in high school showed high levels of positive, prosocial behavior and decreased anti-social, self-destructive and social disordered behavior when compared to controls.

**Requirements** At the building or district level, the school(s) is asked to form a Social Decision Making committee. This committee moves into a leadership role to provide guidance to the program's multi-year development as well as to provide consultation support to the teachers who are brought on board to teach the program. The committee should consist of some key teachers, representatives from the district/building administration, and such specialists as substance abuse counselors, guidance counselors and special education professionals. At times, an individual teacher or other practitioner can be prepared to implement the program.

**Services** Awareness materials and presentations are available. Staff provide a two-day curriculum lab training workshop for those teachers and practitioners who will be teaching *Social Decision Making* directly to the students. Members of the Social Decision Making Committee stay for a third day to prepare them for their role. Courses are also available regarding how to bring parents on board with *Social Decision Making*. These trainings most often are offered on the school district site but are also available at our New Jersey location. All trainees become regular recipients of the program's newsletter, *The Problem Solving Connection*.

**Contact** **John Clabby, Thomas Schuyler, Linda Bruene or Margo Hunter; University of Medicine and Dentistry of New Jersey-CMHC at Piscataway; 240 Stelton Road, Piscataway, NJ 08854-3248. (201) 463-4939. Or Maurice Elias; Department of Psychology; Rutgers University; New Brunswick, NJ 08903. (201) 932-2444.**

Developmental funding: National Institute of Mental Health, The William T. Grant Foundation, the Schumann Fund for New Jersey
PEP No. 89-16 **(7/18/89)**

---

**Stanford Adolescent Heart Health Curriculum.** **A multiple factor cardiovascular disease risk reduction/prevention curriculum for adolescents. Lifestyle factors such as cigarette smoking, diet, physical activity, and stress are targeted.**

**Audience** Approved by PEP for students in grades 9 and 10.

**Description** The *Adolescent Heart Health Curriculum* is guided by social-cognitive theory and emphasizes self-regulatory skill development, building perceptions of self-efficacy, and social pressure resistance training. The curriculum consists of 16 classroom sessions, each lasting 50 minutes. It is divided into five component modules, Tobacco Use Prevention/Cessation, Physical Activity, Nutrition, Stress and Coping, and Personal Problem Solving, with the last module focused on intensive behavioral change. Each module provides students with (a) information on the effects of different health practices; (b) normative information on the prevalence of unhealthy behaviors among peers; (c) cognitive and behavioral skills enabling them to change personal behavior; (d) specific skills for resisting social influences to adopt unhealthful habits; and (e) practice in using skills to improve performance. The curriculum features slide and music-slide presentations for most lessons, guided role-playing simulations, an introductory videodrama focused on personal choices and consequences, discussion sessions, and personal change student notebooks.

**Evidence of Effectiveness** Students participating in the program make significantly greater gains in knowledge of cardiovascular disease risk factors on project-developed and validated criterion-referenced tests; show beneficial physiologic/anthropometric effects in terms of resting heart rate, triceps skinfold thickness, and subscapular skinfold thickness; and are more likely to report that they would choose heart healthy snack items than a comparison group. A higher proportion of baseline "non-exercisers" participating in the program are classified as regular aerobic exercisers two months after completion of the curriculum; and more baseline "experimental smokers" participating in the program report quitting at follow-up and fewer report graduating to regular smoking than their comparison group counterparts.

**Requirements** Materials include a teacher guide, curriculum slides, introductory videodrama, and student handbook master. A computerized teacher training program with supplemental materials is available. Fifteen hours to complete the computerized training program and 45 minutes to prepare for each lesson are required.

**Costs** Start-up costs are $675 for equipment and $1000 for materials and supplies. An optional cost of $1400 for a MacIntosh Classic with a computerized teacher training program and supplemental materials may be incurred.

**Services** In addition to training and curriculum materials, support materials for dissemination are available.

**Contact** **Joel D. Killen, Ph.D., Stanford Center for Research in Disease Prevention, Stanford University School of Medicine, 1000 Welch Road, Palo Alto, CA 94304-1885. (415) 723-1000.**

Developmental funding: National Heart Lung and Blood Institute. PEP Approval Number: 91-19 **(3/28/91)**

### Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition).

**Designed to help students understand the causes and consequences of behavior. Approved by JDRP for all students in grades 9-12. Used as a course in itself or to supplement existing courses.**

SECOND EDITION
THE NEW
MODEL
ME

**Description** *The New Model Me—2nd Edition* provides students with a basic understanding of why people behave as they do. It assists students in understanding the available alternatives for solving personal problems and the short- and long-term consequences of those alternatives. Dr. Ralph H. Ojemann's causal approach to behavior is the central theme of the 374-page student text. Young people increase their personal resources, improve their self-identity, and learn to make constructive choices in critical decision situations. The student text, which is reproduced in its entirety in the teacher's manual, includes the following units: *Human Behavior, Self-Identity, Controls, Decision Making*, and *Change: The New Model Me*. The second edition has retained the strengths of the first: a student-centered approach, emphasis on esteem-building, an attractive format, and a balance between structure and freedom for the teacher. Additional features include: integration of cognitive and affective domains, emphasis on enhancing reading skills, presentation of clear objectives, emphasis on key words and phrases, use of contemporary activities that are both personalized and integrated into the curriculum, ample opportunities for students to apply newly acquired knowledge, a balanced mix of text and visuals, and a practical teacher's manual containing a rich assortment of specially prepared materials to facilitate instruction. *The New Model Me—2nd Edition* fits well in social studies, language arts, health, home economics, psychology, orientation, vocational education, family living, special education, driver training, and a variety of programs for at-risk students.

**Contact** **John R. Rowe, Project Director; 15 Tuckaway Drive; Asheville, NC 28803. (704) 684-4543.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-73 **(5/29/74)**

---

### Have a Healthy Heart (HHH).

**A heart health curriculum and aerobic fitness program for regular classroom, physical education, science, and health teachers and their students. Approved by JDRP for students in grades 4-6.**

**Description** There is evidence to suggest that several factors associated with heart disease are related to habits acquired in childhood. The developers of this program assume that educating children about such relationships and teaching them health-promoting habits have great potential for reducing the impact of heart disease. Conducted either within the regular classroom or as part of a physical education, science or health period, this supplemental health course consists of separate fitness and lifestyle units, each with its own set of student materials. Developed in cooperation with sports medicine physicians and members of the American Heart Association's Heart, Health, and the Young Committee, the Fitness Book (third-grade readability level) contains information on setting up and maintaining a personal aerobic fitness program. Developed in cooperation with cardiologists, biomedical researchers and dieticians, the Lifestyle Booklet (fourth-grade readability level) conveys information on the effects of smoking, overweight, stress, heredity, exercise, cholesterol and hypertension on heart disease. Skillpaks containing mazes, puzzles, word scrambles, quizzes, and other activities reinforce concepts taught in the two student booklets. Student materials are used in the classroom for approximately 30 minutes two or three times a week. Students also participate in an aerobic fitness program. (No medical release was required for participating students at the project site. Local physicians determined that students healthy enough to take part in school physical education program activities could participate without risk.) They perform aerobic exercise at their target rate for approximately 20 minutes three times a week. Teachers supervise and participate in all student activities. Project-developed teacher materials include a teacher's manual, a fitness program kit, four videotapes, and resource/enrichment packets.

**Contact** **Sherry Avena; Have a Healthy Heart; 4095 173rd Place, S.E.; Bellevue, WA 98008. (206) 746-0331.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-38 **(12/9/80)**
Recertified **(1/85)**

## Me-Me Drug & Alcohol Prevention Education Program.

**A multi-disciplinary prevention program for classroom teachers that help improve students' self-esteem and teaches them to say NO to drugs. Approved by JDRP for all students in grades 1-6.**

**Description** *Believe In Me* is the heart of the *Me-Me Program* which was developed to improve those conditions which are found to be present in most young people who have abused drugs and alcohol. Research has shown that most young people who abuse drugs have low self-esteem and lack the skills necessary to make **good** decisions. The *Me-Me Program* is based on the premise that if these conditions can be improved early in a child's life, the child will be less likely to turn to drugs later on. Drug information is presented to children according to their grade and knowledge level about drugs. In addition, children learn about MR. YUK; who is qualified to give them medicines; the differences between prescription and over-the-counter medicines; and the effects of alcohol, caffeine, and nicotine.

The program is designed to be used an hour a week by classroom teachers but it can easily be incorporated into most areas of the curriculum. The program works best when all elementary level classroom teachers from a school are implementing the program. Exceptions to this must be approved by the Project Director.

Recent additions to the program are a parent component which includes parent involvement in activities, continuous feedback, and a kindergarten curriculum.

**Contact** **Artie Kearney, Ph.D., Executive Director; ME-ME Inc.; 426 W. College Ave.; Appleton, WI 54911. (414) 735-0114**

Developmental Funding: USOE ESEA Title III JDRP No. 75-47 **(5/15/75)**

## Ombudsman.

**A school-based semester-long drug education/primary prevention program. Approved by JDRP for students of all abilities, grades 5-6.**

**Description** *Ombudsman* is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. In several specific activities *Ombudsman* emphasizes information about drugs, and some drug topics are included for discussion as part of other exercises. The course has three major phases. The first phase focuses on self-awareness and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way. The program is usually presented to a given classroom of students twice a week (1 hour per session).

**Contact** **Helen Harrill, Training Coordinator; The Drug Education Center; 500 E. Morehead; Charlotte, NC 28202. (704) 375-3784, FAX (704) 333-3784.**

Developmental Funding: HEW: National Institute on Drug Abuse JDRP No. 78-194 **(6/12/79)**
Recertified **(1/85)**

## Physical Management. Physical education designed to meet the needs of overweight students.

**Description** The *Physical Management Program* was developed to give overweight students, grades 10-12, the knowledge and opportunity to interrupt the cycle of obesity and inactivity that prevents a fully healthy and effective lifestyle. The curriculum includes:

1. **Behavior change** - to replace inappropriate eating and exercise habits which have led to obesity and poor physical condition.
2. **Physical conditioning** - to enable students to evaluate their fitness and body composition, and design a conditioning program based on principles of exercise prescription.
3. **Nutrition education** - to provide practical nutrition education by teaching food group selection, portion control, and caloric density of foods.
4. **Positive image building** - to set the stage for positive change through goal setting, social skills, and assertiveness training.

Enrollees may earn either required or elective physical education credit. *Physical Management* can be implemented in schools of any size with minimal cost and adaption. No new staff or special facilities are required.

A complimentary awareness packet is available. Project staff are available to attend awareness and training sessions (costs to be paid by host).

**Contact** **Eileen Solberg, Project Director, Physical Management Project, P.O. Box 891, Billings, MT 59103; (406) 252-4822.**

Developmental Funding: ESEA Title IV-C

JDRP No. 84-3 **(3/13/84)**

# SECTION L:

## Preservice/Inservice Training

Effective Use Of Time (formerly the *Process of Teaching Basic Reading Skills in Secondary Schools*) L-6

* IMPACT II L-1

* Inservice, Project (A Positive Attitude Toward Learning) L-2

Intercept, Project L-6

Learncycle L-7

* Learning to Teach Inner-City and Diverse Populations (LTICS) L-3

* SITE: Successful Inservice through Turnkey Education L-4

* Teaching Research Inservice Model L-5

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Effective Use Of Time | 3 | L-6 | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AZ, CA, CO, CT, DC, GA, IL, IN, IA, KY, MI, MS, MO, NC, OH, OR, TN, TX, VT, VA, WA, , WV | 3+ |
| IMPACT II | 3 | L-1 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | None | 3+ |
| Inservice | 3 | L-2 | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | None | 2 |
| Intercept | 2 | L-6 | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 3+ |
| Learncycle | 3 | L-7 | | | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 2 |
| LTICS | 3 | L-3 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | OR, TX, VT | 3+ |
| SITE | 4 | L-4 | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | CO, GA, MD, NY, OH, VA | 3+ |
| Teaching Resource | 3 | L-5 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | None | 2 |

---

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

# IMPACT II. A model program for disseminating teacher-developed, classroom-based programs for the improvement of instruction.

**Audience** All teachers in a school system that have adopted the IMPACT II model.

**Description** With the philosophy that many successful projects start in the classroom, IMPACT II works to improve instruction, facilitate collegiality, and retain good teachers by disseminating exemplary practices from teacher to teacher and across sites.

The IMPACT II model includes two types of financial awards provided directly to teachers. A Disseminator Grant supports creative effective classroom-based projects, and assists teachers in refining and disseminating the projects to other teachers. An Adaptor Grant made to teachers who wish to adapt the projects made available through disseminator teachers. Adaptations are made across grade levels, subject areas, and school and district lines.

In each IMPACT II site, a review committee (primarily consisting of teachers) determines who will receive grant awards, and site staff coordinates dissemination and recognition activities. The staff helps local teachers develop their dissemination and presentation skills.

The average participating teacher talked to 43 other teachers about their exemplary project in the course of a year. Also, after a year with IMPACT II, teachers were almost twice as likely to change their teaching approach from large group presentations to small group, individualized, independent, interdisciplinary, or student-directed instruction. IMPACT II increased the sense of collegiality among teachers and self-esteem as a teacher based on quantitative and qualitative evaluations of teacher attitudes.

**Requirements** User school districts, teacher centers, education foundations, states, or consortia of school districts must have a minimum of 2,000 teachers, the critical number for maintaining and expanding a vital network. Superintendents and principals must supply release time for teachers to participate in interschool visits, workshops, and other networking activities. The program should include the basic model of disseminator and adaptor grant awards, the catalog of teacher-developed projects, and activities such as workshops and recognition ceremonies. Local program staff must include a director and a secretary. Existing staff members may be reassigned to these positions.

**Services** The six-month planning portion of IMPACT II costs about $6,000. Program costs recur from year to year and vary according to size of the teacher population. A typical small size program costs about $100,000 per year, a large program (such as statewide) $150,000 - $250,000 per year. The total budget includes personnel costs.

Awareness materials are available at no cost. Project staff is available for awareness presentations and training, with all costs negotiable.

**Contact** **Ellen Dempsey, Executive Director, or Ellen Meyers, Director of Communications, IMPACT II Inc., 285 West Broadway, New York, NY 10013. (212) 966-5582.**

Developmental Funding: Exxon Education Foundation,
New York City Board of Education, other foundations

JDRP No. 87-15 **(4/30/87)**

**Project Inservice (A Positive Attitude Toward Learning). A comprehensive teacher inservice training program that directly links the enhancement of teaching skills through classroom-based inservice training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.**

**Audience** Approved by JDRP for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

**Description** *Project Inservice* identified 15 teaching competencies which have proven effective in enhancing student learning. Change occurs through the use of classroom-based inservice training kits. Four interrelated kits were developed. Each kit contains four to six of the competencies. Learning activities are designed to assist the teacher in fine tuning his/her use of each of the competencies. Project INSERVICE is implemented in the classroom by each participating teacher. A fellow teacher or other school person functions as Kit Advisor and facilitator. Activities facilitated by the Kit Advisor include small group discussions, classroom activities, and the provision of feedback to the teacher in completing a kit. Kit Advisors, minimum two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three- or four-month period. Completion of all four kits requires approximately two years.

*Processes of Learning Kit* provides the teacher with techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities. *Classroom Communication and Management Kit* provides a Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations. Students learn decision making as well as responsibility for their own behavior. *Active Involvement Kit* provides a mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school. Time on task is enhanced through classroom group discussion, small group learning, and other learning activities. *Individualized Instruction Kit* provides instruction in developing objectives. Learning activities are identified for each objective, designed to assist the student in developing the skill or behavior called for in the objective. At this time 2,000 schools have implemented Project Inservice. Data indicates a significant improvement in each of the following areas as a result of Project Implementation: reading, vocabulary, comprehension, verbal skills, respect for school and learning, teacher gratification and satisfaction, self-esteem.

**Requirements** Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties. Follow-up after six months to one year is recommended.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at project and demonstration sites. Project staff is available to attend out-of-state awareness demonstrations and to provide training. Follow-up services are available to adopters. Start-up cost is $500 plus $12 for each teacher to be trained. Operational costs consist of stipends for inservice specialists. Training costs for Kit Advisors include travel cost and per diem for one trainer plus $100 per day.

**Contact** **Reggie High, Director, Project Inservice, The University of Tennessee, 2046 Terrave Avenue, Knoxville, TN 37996-3504. (615) 974-1943.**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-26 **(5/16/75)**
Recertified **(1/85)**

## Learning to Teach Inner-City and Diverse Populations (LTICS).

**The purpose of the Learning to Teach in Inner-City Schools Program is to develop teachers who choose to teach in inner-city schools and who are effective teachers in those schools.**

**Audience** Approved for PEP for school districts serving low income multi-cultural families with a teacher-preparation college nearby, school populations that include teachers and students in pre-kindergarten through secondary schools, and all subject area teachers, student teachers, and supervisors.

**Description** LTICS involves the creation of a Teaching Academy that is a collaborative effort of a local inner-city school and a nearby teacher education college. The school/college partnership provides a structure in which a group of supervising teachers, college supervisors, and student teachers develop and learn to implement effective instructional strategies for inner-city school populations. This is accomplished through shared weekly seminars.

The LTICS program is designed to change how teachers think about instruction in the inner-city schools. A school district selects a school which will "house" the Teaching Academy. Joining with a local college, the academy provides placement for three kinds of students: beginning education students observe classes, intermediate students participate in math and reading methods classes, and student teachers are placed with teachers at the inner-city school.

Weekly seminars focus on working with neighborhood children and their families, managing classrooms, using positive behavior management techniques, planning appropriate lessons, challenging higher-level thinking skills activities, observing, and evaluating each other.

Teachers and supervising teachers are observed at the beginning of each semester and set goals for change. At the end of each semester, they are observed again to assess their change in behavior. Time spent on-task is computed for students in the classrooms of the academy student teachers and teachers.

Learning materials within the seminars include a Learning to Teach binder, teaching guides, training videotapes, and other current materials.

**Requirements** School district requirements include financial support from superintendent and school board for one school site, principal's commitment, teacher's union commitment, school faculty willing to have student teachers, observers, or tutors in the classroom, incentives for teachers, a room designated for seminars and audio-visual equipment, and a commitment by school district evaluators to hire and train observers.

College requirements include dean and faculty commitment to partnership plus willingness to teach courses, one faculty member committed to serving as college director, student placement office willingness to concentrate a large number of students in the academy, faculty supervisors trained and committed to teach seminars, methods faculty committed to teach their classes at the school site (math and reading methods), faculty committed to teach classes for parents, evaluation funds or course credit for doctoral students to assist in the evaluation, doctoral students and/or faculty trained to collect observation data.

**Costs** Costs must be considered for (school district based) teacher incentives, observers, and a coordinator; training to develop certified trainers, two lap-top IBM compatible computers and observer profiles software, materials and supplies such as workbooks; (college based) director and seminar instructor, doctoral students, training for certified trainers, lap-top computers for observations, software for processing evaluation data, materials and supplies, and videotapes.

**Services** LTICS project staff provide staff development activities (awareness sessions, interaction with superintendents of schools and college faculty, updating seminar materials), interaction with adopters on a regular basis, collection of adoption materials, and monitoring and evaluation of quality at adopting sites.

**Contact** **Jane A. Stallings, Educational Research Group, College of Education, Texas A&M University, 2121 Holcombe, Houston, TX 77030. (713) 677-7712 or (409) 847-9018.**

Developmental funding: Houston Independent School District, the University of Houston College of Education

PEP No. 89-14 **(7/21/89)**

## SITE: Successful Inservice through Turnkey Education. A mathematics inservice program for the development of higher-level thinking skills through the use of manipulative materials.

**Audience** Approved by JDRP for elementary school teachers and supervisors (grades 2-6) and students of these participants.

**Description** The SITE program is based on a problem-solving approach to learning new mathematical concepts and skills. Unlike other mathematics inservice programs, SITE integrates content and methodology, using hands-on activities with a variety of manipulative materials. Since teachers "teach as they were taught," the program uses processes and activities which are immediately applicable in the classroom as the instructional model. SITE activities are readily integrated into the existing school mathematics curriculum and mesh with every textbook. SITE addresses 12 of 13 Standards for Curriculum and Evaluation, (particularly the geometry and measurement strands) identified by the National Council of Teachers Mathematics. Specific instruction is provided in mathematics (fractions, decimals, percent, area, perimeter, volume, metric measurement graphing, estimation) and in process skills (cooperative grouping, questioning strategies, guided discovery). The project provides the printed instructional materials as well as the mathematics equipment needed to implement the program.

Evaluation of process and content is continuous, from initial training through classroom implementation with students. The project has demonstrated its effectiveness in urban, suburban, and rural schools. Teachers' mathematical knowledge increases substantially, while enthusiasm and skill in teaching math is noticeably enhanced. Student growth in knowledge from pre- to post-test has been significant (at 0.05 level).

Project SITE may be adopted at one of two levels.

> Direct Training for Classroom Teachers (15-20 hours over 3-4 days) includes: Mathematics content and teaching strategies described above. Teachers implement the SITE program with students.
>
> OR
>
> Training the Trainer (20-30 hours over 4-6 days) includes: (1) everything described above and (2) Training skills (i.e. workshop organization and leadership, brain dominance and learning styles and the psychology of the adult learner). Trained participants act as turnkey trainers for other teachers in their schools or districts and implement the SITE program with students.

**Costs** *Direct training for classroom teachers*–honorarium, travel, and per diem costs for SITE trainer(s): $50.00 per participant for workshop materials; one SITE Starter Kit for each adopting building: $415.00, includes shipping and handling. *Training the turnkey trainer*–$20.00 per participant for workshop materials.

**Requirements** The program can be adopted by a district, a school, or an individual teacher. *Classroom Teacher Adoption*: minimum of three full days of SITE training; classroom implementation with students for 20-40 hours; pre- and post-testing of students. *Turnkey Adoption*: minimum of three full days of SITE training and one full day of Training the Trainer; turnkeys conduct SITE inservice for other school or district teachers totaling 10-15 hours; classroom implementation with students by each trained teacher for 20-40 hours in the classroom; pre-/post-testing of teachers and students is expected.

**Services** First-level awareness materials are available at no cost. Visitors are welcome by appointment at the demonstration sites in East Meadow and New Rochelle, NY. Project staff is available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted at adopter site. Implementation and follow-up services are available (costs to be negotiated).

**Contact** **Dr. Barbara Berman or Dr. Fredda J. Friederwitzer, Co-directors; Project SITE; Educational Support Systems, Inc.; 446 Travis Avenue; Staten Island, NY 10314. (718) 698-3636; FAX (718) 370-3102.**

Developmental Funding: USOE Metric Education Program

JDRP No. 82-27 **(5/27/82)**
Recertified **(6/5/86)**

## Teaching Research Inservice Model. An inservice training model for educators.

**Audience** Approved by JDRP for educators, inservice trainers, and individuals or agencies with staff development responsibilities.

**Description** The *Teaching Research Inservice Model* (TRIM) represents a process for the design, development, and evaluation of inservice training efforts. As a part of recent school improvement and reform efforts school districts are looking at systematic, comprehensive staff development planning as one tool to assist them in meeting their educational goals. This training model provides a school or district with a model for the development of both long and short range staff development goals. Personnel who are primarily trained as educators are provided, through this model, a means for developing training activities that will make a difference in classroom teaching. The *Teaching Research Inservice Model* will assist the adopter in identifying desired outcomes of training and then designing training strategies to achieve those outcomes. The model provides the trainer with objectives, activities, and evaluation strategies aimed at teaching the trainee new skills and/or procedures that can be implemented in the classroom. Specific content of the training is to be determined by the adopter's needs.

**Requirements** Implementation of the *Teaching Research Inservice Model* requires attendance at a 2-day training session by key staff selected by the adopting district. Training may take place at the home project site or the adopter's site. Follow-up technical assistance is available.

**Services** Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site or adopter's site. Costs to adopters include a portion of travel, per diem, and materials. Follow-up services are available to adopters (costs to be negotiated).

**Contact** **Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-8766.**

Developmental Funding: USOE BEH

JDRP No. 79-34 (11/7/79)
Recertified (3/85)

---

**Effective Use Of Time (formerly the *Process of Teaching Basic Reading Skills in Secondary Schools*). This is a researched-based program that helps teachers manage time so that students are motivated to stay on-task and make progress. Approved by JDRP for teacher sin secondary and middle schools, grades 4-12.**

**Description** The program is delivered through a series of six workshops, 2-1/2 hours each, spaced one-to-two weeks apart. Each workshop focuses on a specific set of skills. Before the series starts, each teacher is observed and individual profiles of teacher and student behavior are prepared. Recommendations for teacher change are based on criteria of effective instruction collected over four years of classroom study.

Apprentices learn to conduct observations and deliver the workshops during a three-week intensive training period at Texas A&M University. Three hours university credit can be earned. Certified trainers can be hired for on-site training.

Single sets of awareness materials are available. Certified trainers are available to attend out-of-state awareness meetings if expenses are paid. An awareness video is available for review. Adopters may hire certified trainers to provide training on-site.

**Contact** **Jane Stallings, Educational Research Group, College of Education, Texas A&M University; 2121 Holcombe, Houston, TX 77030. (713) 677-7712 or (409) 847-9018.**

Developmental Funding: NIE, State, Local

JDRP No. 79-41 **(12/19/79)**
Recertified **(1/85)**

**Project Intercept. A positive program for intervention and remedy of students at-risk of suspension, truancy, drop-out, academic failure, and behavior problems. Approved by JDRP for students in grades 9-12 who are considered high risk due to chronic academic failure, disruptive behavior, truancy, suspension, and drop-out. Also used successfully for students in grades 4 through 8.**

**Description** The basic premise of *Project Intercept* training is to restructure a school's teaching philosophies and to provide more effective techniques to deal with the at-risk student. The Intercept program is highly individualized and goals for each individual school are developed in concert with the participants of the project. Teachers, counselors, and administrators are trained as a team to approach all problems that affect at-risk students.

*Project Intercept* is a two-part program: one-half theoretical, one-half process. The program consists of a one week training by Intercept master trainers followed by weeklong visits throughout the year for on-line critiquing and demonstration teaching. One of the goals is to develop turn-key trainers for maintenance of the program at the original training site with possible expansion of the program to other schools in the system.

**Contact** **James E. Loan, M.A.; Project Intercept; 1101 South Race Street; Denver, CO 80210. (303) 777-5870.**

Developmental Funding: USOE ESEA Title-IVC

JDRP No. 81-50 **(1/20/82)**

**Learncycle: Responsive Teaching. An intensive teacher-training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students. Approved by JDRP for teachers of special education or mainstreamed students grades K-9, and teacher trainers and consultants.**

**Description** The program includes two levels of training. Learncycle presents a simple problem-solving method to define, analyze, and solve common student problems such as incomplete assignments, distractability, disruption, isolation, and poor self-image. Participants learn how to assess the key "change factors" for each problem. Through lecture, demonstration, practice, and team task groups, they acquire a wide array of simple, teacher tested ways to adapt curriculum, consequences, or their own behavior. Each teacher then puts together a short five-step plan to use back in the classroom. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. The overall problem- solving method allows teachers to adapt the program instantly to new situations. Awareness materials are available at no cost. Training is available at adopter site or for a group of adopters at a common site (costs to be negotiated).

**Contact** **Keith Wright, Highline Public Schools; Washington State Facilitator; 15675 Ambaum Boulevard, Southwest; Seattle, WA 98166. (206) 433-2453.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-53 (5/24/74)

# SECTION M:

# Science

Conservation for Children M-17
* FISHBANKS, LTD. M-1
* FOR SEA: Investigating Marine Science (Grades 1-6) M-2
Foundational Approaches in Science Teaching M-17
* Geology Is M-3
* Hands-On Elementary Science M-4
* Informal Science Study (IfSS) M-5
* Investigating and Evaluating Environmental Issues & Actions M-6
* JEFFCO Middle School Life Science Program M-7
* Life Lab Science Program M-8
* Marine Science Project: FOR SEA (Grades 7-12) M-9
* Mechanical Universe *High School Adaption* M-10
* Pablo Python Looks At Animals M-11
* Physics—Teach To Learn M-12
* PRISMS: Physics Resources and Instructional Strategies for Motivating Students M-13
* RAMPS (Relationships and Mathematics in Physical Science) M-14
* Sci-Math M-15
Science-Technology-Society: Preparing For Tomorrow's World M-18
Starwalk M-18
Stones and Bones M-19
* WIZE: Wildlife Inquiry through Zoo Education, Module II/Survival Strategies M-16
ZOO: Zoo Opportunities Outreach M-19

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Conserv. Children | 4 | M-17 | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | AZ, CA, CO, ID, MS, NC, OH, OR, UT, WA, WY | <1 |
| FISHBANKS | 3,4 | M-1 | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | None | 6 hours |
| FOR SEA | 4 | M-2 | ✓ | | neg | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | neg | | | AK, CA, CO, CT, FL, HI, LA, ME, MN, NV, OR, SC, WA, WV | 1 |
| Found. Approchs. | 4 | M-17 | | ✓ | neg | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, CT, FL, HI, IL, MN, MO, NC, NJ, NY, SC, VT, WA | 10 |
| Geology Is | 4 | M-3 | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | CO, IL, NC | 1 |
| Hands-On | 4 | M-4 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | AK, AZ, CA, CO, HI, ID, KS, MD, ME, MO, MT, ND, NH, NM, NV, NY, OK, OR, PA, SC, UT, WA | 2 |
| IISS | 4 | M-5 | ✓ | | neg | | | | | ✓ | ✓ | | | ✓ | ✓ | neg | | | AZ, CA, CO, IA, ID, IN, KS, MT, NM, NV, OK, OR, PA, TX, UT, WA, WY | <1 |
| Invest. & Evaluatg. | 3,4 | M-6 | ✓ | | neg | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | neg | | | IL, KY, MO, TX, VA | 3+ |
| JEFFCO | | M-7 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | CO, ID, KS, ME | 3+ |
| Life Lab | 4 | M-8 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | CA, MA, MT, PA | 2 |
| Marine Science | 4 | M-9 | ✓ | | neg | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | neg | | | AL, CA, CO, CT, FL, HI, LA, ME, MN, NV, OR, SC, WA, WV | 1 |
| Mechanical | 4 | M-10 | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | | FL, IL, KS, MA, MD, MI, NE, NJ, OH, OK, PA, TN, TX | 3+ |
| Pablo Python | 4 | M-11 | ✓ | | | neg | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | None | 1 |
| Physics-TTL | 4 | M-12 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | CA, NY, PA, TN | 1-2 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

# Summary of Project Services

|  |  |  | AWARENESS |  |  |  |  |  |  |  |  |  |  | TRAINING |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | Dissem. Funds Available |  | Costs to Potential Adopter |  |  | On Site Visitation Available |  | Materials Available |  |  |  | Staff Available |  | Costs to Adopter |  |  | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| PRISMS | 4 | M-13 | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | All States | 3+ |
| RAMPS | 4 | M-14 | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | None | 1 |
| Sci-Math | 4 | M-15 | ✓ |  | neg | ✓ | ✓ |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | CA, CT, FL, KE, MA, NM, MT | <1 |
| S-T-S:PFTW | 3,4 | M-18 |  |  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | CA, CO, MO, NJ, OR, TX, WA, WV, WY | 1-2 |
| Starwalk | 4 | M-18 |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | IL, MD, ME, MO, NE, OH, OR, VA, WY | 1 |
| Stones and Bones | 4 | M-19 |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| WIZE | 4 | M-16 | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | FL, IA, KS | 1 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

**FISHBANKS, LTD. A computer-assisted simulation designed to improve academic achievement and increase communication skills while conveying the principles of sustainable management of renewable environmental resources.**

**Audience** Approved by PEP for grades 9-12 and college student populations.

**Description** FISHBANKS promotes student understanding of the complex, dynamic systems governing productivity of the natural environment. It conveys factual knowledge about a major environmental issue and prepares students to act as informed, effective participants in the debate about policies related to environmental resources. FISHBANKS takes the form of a group process involving analytic reasoning, negotiation, and collective decision making skills.

The simulation is based on a multidisciplinary model thus providing linkages to environmental science, biology, economics, social studies, and mathematics. It takes two hours to run and one hour to debrief, and the exercise may be divided over several class meetings. One game leader (the teacher) can run the program with 5-50 students distributed over 2-6 teams of 1-8 participants each. Teams represent competing fishing companies, and each team has to make decisions about increasing the size of their ship feet and allocating their ships among the fishing areas. Decisions are based on factors such as size of the fish stock, operating costs, typical yields per ship, and the actions of other companies. A microcomputer is used by the teacher to analyze the effects of players' decisions and produce yearly reports on the resultant corporate profitability, number of ships, and productivity of the fisheries. Typically, role-playing extends over 6-10 cycles (years) of play and debriefing begins when teams overharvest the fisheries, realizing the long-term consequences of short-term strategies.

**Evidence of Effectiveness** High school and college students who participated in the FISHBANKS simulation show significantly greater gains on a project-developed test of knowledge and academic skills than comparison groups. Teachers have positive attitudes toward the simulation and certify the high level of student involvement and excitement.

**Requirements** FISHBANKS requires the purchase of a kit consisting of a teacher's guide with background information, a leader's manual, map of the fishing areas and wooden boats, IBM-compatible or Macintosh diskette, and masters for 60 overhead projector transparencies to introduce and debrief the exercise and for handouts and forms. A several-hour teacher training session is recommended; and access to a microcomputer, printer, overhead projector, and transparencies is necessary.

**Costs** Start-up costs average $225 per school, including $100 for the game kit, an average of $50 for materials and supplies, and an average of $75 for the training of one teacher. Operation costs average $15 for materials and supplies.

**Services** A brochure describing the purposes and contents of the kit is available at no cost.

**Contact** **Barbara van der Waals, The Laboratory for Interactive Learning, Institute for Policy and Social Science Research, Hood House, University of New Hampshire, Durham, NH 03824-3577. (603) 862-3057.**

Developmental funding: local PEP Approval Number: 91-12 **(3/19/91)**

## FOR SEA: Investigating Marine Science (Grades 1-6). Interdisciplinary, activity-oriented, marine education.

*Please see page M8 for a description of the grades 7-12 program.*

**Audience** Approved by PEP for all students, grades 1-6.

**Description** By the year 2000, three out of four Americans will live within an hour's drive of the sea or Great Lakes coasts. The impact on these coastal waters will be severe. The nationally validated curriculum materials of *FOR SEA* are designed to equip students with the experiences and information necessary to make responsible decisions about the marine environment.

Focusing on the development of basic science skills and knowledge, *FOR SEA* provides interdisciplinary, activity-oriented, marine education curriculum and teacher training. The magic draw of water provides incentive to teach and learn science. *FOR SEA* has been used successfully as a core curriculum and has likewise proven effective in a thematic/unit teaching strategy. Close proximity to seawater is not necessary to implement this curriculum in the classroom. Curriculum guides are available for grades 1-2, 3-4, and 5-6. Each guide contains teacher background for each activity, student activity and text pages, answer keys for student materials, and a listing of vocabulary words.

**Requirements** *FOR SEA* is designed to be implemented in classrooms at a room, grade, school or district-wide level. Inservice training provides implementing teachers with an overview of the project, implementation procedures and hands-on activity sessions to familiarize participants with activities appropriate for their specific grade levels. Participants' feedback has confirmed the value of two-day workshops, with a minimum requirement of six contact hours. Training can be provided for groups of 10-32 educators. Training agendas can be tailored to serve specific grade levels or include all teachers, grades 1-12. (Please see listing for Marine Science Project: *FOR SEA* - grades 7-12). A copy of the appropriate grade level curriculum guide must be purchased for each implementing teacher at $35.00 per guide. Student text materials in the guide are designed to be reproduced by adopting sites. Hands-on materials required in most activities are generally found in the school setting or are readily available at local grocery, variety, or pet stores. Start-up costs vary by site.

**Services** Awareness brochures and samplers of curriculum are available. Project staff or certified trainers can deliver awareness sessions, with negotiable cost-sharing. Inservice training is provided at the adopting site. Negotiable costs include: trainer's honorarium, travel and per diem. Follow-up services are provided by the project, based on site needs.

**Contact** **Laurie Dumdie; Marine Science Center; P.O. Box 2079; Poulsbo, WA 98370. (206) 779-5549.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-37 **(1981)**
Recertified **(3/88)**

## **Geology Is.** An introductory geoscience course.

**Audience** Approved by JDRP for all students, grades 9-12.

**Description** Designed to become part of the secondary school curriculum, *Geology Is* provides geoscience learning opportunities not presently available in the science curriculum. A broad range of materials and media-delivery instruments allow for varied teaching and learning techniques. The technical aspects of course content and the social implications in the wise use of earth resources combine in an effective interdisiplinary approach. Awareness and understanding of geoscience processes make students more responsible consumers of earth materials and protectors of the environment.

The five distinct but related units of *Geology Is* are Introduction, Earth Materials, Observing the Earth, Internal Processes, and External Processes. These are subdivided into a total of 20 chapters. Although it is a two-semester course, parts can be taught as a semester offering. Each unit contains text material, lab exercises and activities, and objective and subjective tests. Slide-tapes, films, videotapes, and guest speaker presentations are offered, and students are encouraged to evaluate these. Small groups and individuals investigate topical areas for student-led class discussions. Off- and on-campus field experiences and resource personnel add another dimension to the text. Teachers are provided with a guide and an activities handbook as a supplement to the student textbook. Through study in this elective option, students can become more responsible consumers of earth resources and make informed decisions for the future regarding energy, geologic hazards, and land use.

**Requirements** The adopting district will need to provide an instructor with some basic coursework in the geosciences. Other than that, a typical science classroom and supplies are the only other requirements for adoption.

**Costs** The major cost to the district will be for the purchase of the *Geology Is* textbook and activity sheets. In addition, some supplies for the activities may have to be purchased if the district does not have an existing geoscience class.

**Services** Awareness materials are available at no cost. A VCR tape presentation is available. Visitors are welcome at project site anytime by appointment. Project staff is available to attend out-of-state awareness conferences (cost to be negotiated). Training is conducted either at the project site or at the adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

**Contact** **Rion D. Turley; O'Fallon Township High School; 600 South Smiley; O'Fallon, IL 62269. (618) 632-3507.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-42 **(12/18/81)**
Recertified **(2-86)**

## **Hands-On Elementary Science.** An instructional program intended to provide elementary students with hands-on instruction emphasizing the processes of science.

**Audience** Approved by JDRP for elementary teachers and students, grades 1-5.

**Description** The *Hands-On Elementary Science* provides elementary students with instruction that emphasizes the development of science processes as an approach to problem solving. In fostering positive teacher attitudes toward teaching science, it increased both the amount of science taught and the proportion of instruction dedicated to the processes of science. The curriculum employs a set of higher order processes at each grade level consisting of four basic units. The units consist of lessons concerning a unifying topic. The topic is based upon the skills identified for that grade level. First grade students work primarily on observation in the four units of seeds, patterns and magnets and liquids. Second grade emphasizes classification skills through the study of insects, sink or float, measurement, and life cycles. In the third grade, experimentation skills are developed by units on flight, measuring, plants and structures. Fourth grade focuses on analysis in units on bio-communities, electricity, chemistry, and energy transfer. The fifth grade curriculum emphasizes application and consists of units on earth science, soil analysis, animals, and ecogystems. Since this is not a text program, all lessons are based upon hands-on activities supported and defined by curriculum guides at each grade level. They provide a sequence of basic lessons and incorporate all necessary materials to support the program lessons. A unique feature of the program is an optional package of materials students may request to work on over the summer.

**Requirements** *The Hands-On Elementary Science* program is transportable to other sites where a commitment exists for hands-on science instruction. Adoption of this program requires at least a half year planning and preparation followed by a staff development program. Teacher preparation consists of two days training prior to the implementation of the program followed a follow-up workshops to resolve problems of implementation. Materials required include both a curriculum guide and a kit of materials of the appropriate grade level for each teacher.

**Costs** The cost of the program in the installation year is approximately $27 per student (assuming 25 students per class in a school of 800 students and training 20 teachers at a grade level). Subsequent year costs to maintain the program through the replacement of consumable supplies equals $1.50 per student. Teacher guides are available for $15 each plus postage and handling and kits are available from a national vendor at costs ranging from $465 to $615 depending upon the grade level.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional sites in home state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site and also at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

**Contact** **Helen G. Herlocker; Dissemination Center for Hands-On Elementary Science; Carroll County Public Schools; P.O. Box 661; Hampstead, MD 21074. (410) 374-1358; FAX (410) 239-4373.**

Developmental Funding: Federal, State and Local JDRP No. 86-19 **(9/23/86)**

## Informal Science Study (IfSS).

IfSS

**Audience** Approved by JDRP for all students in grades 5-12.

**Description** To promote concept acquisition, IfSS presents a series of physical and biological science mini-units which are based upon students' recall and utilization of popular amusement park rides, sports, and playground experiences. Learning activities are selected for their appeal and ability to provide concrete examples of otherwise abstract concepts. Topics include, among others: motion, speed, velocity, accleration, relativity, forces, gravity, time, conservation of energy, frames of reference, fears, and phobias. Science processes include inferring, graphing, predicting, and forming hypotheses.

Each of the mini-units is designed around student dialogue, providing an introduction and review/application of both science and mathematics in low-key and non-technical language. Science terms are introduced only after students recall previous experiences. In addition, several of the mini-units provide laboratory activities that employ toys (race cars, model rockets, etc.) and playground equipment.

Mini-units include:

- *Physics of Fun and Play* is designed for any of grades 5-12. The focus is on the physics of amusement parks and sports. Slides and videotapes present the motion physics of amusement parks and playgrounds. Students are encouraged to apply motion physics ideas to each of the settings.
- *Science Safari and Toy Workshop* is designed for grades 5-9 and presents physics mechanics content and terms as well as pre-algebra mathematics exercises that allow students to deal with the quantitative elements of motion laws.
- *Spaceflight Forces and Fears* is a two-part module that deals with the application of mechanics concepts on amusement park rides as they relate to the experiences of orbiting astronauts. Students (preferably in grade 7-10) also explore physiologic reactions to amusement park rides by comparing their simulated reactions to those of students who have ridden the rides.
- *Mechanics of Motion* is designed for high school physics classes. Students are required to use algrebra and pre-calculus mathematics to focus on the design and operation of amusement park rides. Additional computer simulations are available for classes that have access to Apple II computers.
- *The Discovery Field Experience* focuses student attention on amusement park rides and sport activities. Slides, videotapes, and actual field experiences are emphasized for learners in grades 5-12.

With instructional periods from 1-3 weeks, students significantly increase knowledge and comprehension of science concepts, increase their analytic recall of science experiences, and demonstrate significantly increased applications of science concepts.

**Requirements** Mini-units may be adopted individually or as a group. Teachers may be trained in four hours.

**Services** Awareness materials are available at no cost. Vistors are welcome to visit the project site by appointment. Project staff is available for awareness and/or training. Costs for these sessions are negotiable.

**Contact** **Howard Jones, Project Director, or Stephanie Hendee, National Training Network, 500 Coffman, Suite 204, Longmont, CO 80501. 800-659-5004, FAX (303) 651-1044.**

Developmental Funding: National Science foundation

JDRP No. 84-11 **(3/30/84)**

## Investigating and Evaluating Environmental Issues & Actions.

**An interdisciplinary, environmental issues and citizenship action curriculum focused on enhancing students' responsible citizenship through the investigation and evaluation of actual community/regional environmental issues.**

**Audience** Approved PEP for students in grades 7 and 8. It has also been used with students in grades 5-16.

**Description** *Investigating and Evaluating Environmental Issues and Actions* consists of a series of six "modules" designed to introduce students to environmental issues, the skills needed to critically analyze and investigate issues, the skills needed for information processing, and those skills needed to evaluate and act responsibly on local issues. The curriculum can be infused into existing science, social studies, or language arts classes. In addition, it can be adopted for use in team-teaching and interdisciplinary situations. It is normally completed during one semester. Instructional activities involve students in problem-solving through a variety of interdisciplinary methods, including analyzing issues, utilizing questionnaires to collect and record data, producing and interpreting graphs, drawing conclusions and inferences, formulating and evaluating action decisions, and developing issue resolution plans.

**Evidence of Effectiveness** Students of all ability levels participating in the program show significantly greater gains in knowledge of responsible citizen action skills. Students identify more categories of citizenship action and report undertaking more actions and more types of citizenship behaviors on project-developed and validated instruments. Parents of students in the program report observing more overt citizenship behaviors on the part of their sons and daughters.

**Requirements** Materials include student edition and teacher edition worktexts. The development of a small library of issuerelated videotapes, news articles, magazine articles and books is recommended, if not already available.

Two options for staff development include: 1) two, three-day academic year inservices scheduled from one to four weeks apart or 2) an eight-day summer inservice workshop. Both training formats allow participants to complete a small group issue-related assignement. During the staff development, teachers acquire and apply skills, participate in an issue investigation, prepare and communicate an implementation plan, and learn to function as consultants and facilitators to students.

**Costs** Start-up costs are $10-12 per student. A training manual ($16) must be purchased for each participating teacher. Continued operational costs are $9-10 per year, per student, if the consumable worktext is purchased each year. All training costs are negotiable with the exception of materials.

**Services** In addition to training and materials, follow-up consultation is available. Graduate credit may be available.

**Contact** **Stephanie Hendee, Director, National Training Network, 500 Coffman, Longmont, CO 80501. (800) 659-5004. Austin Winther or Doug Knapp, Southern Illinois University, Carbondale, IL 62901. (618) 453-4216. John M. Ramsey, University of Houston, Houston, TX 77204. (713) 749-1685.**

Developmental funding: National Science Foundation, Illinois Title II Grant.

PEP Approval Number: 90-19R **(3/29/91)**

**JEFFCO Middle School Life Science Program.** **A new program which enables students to understand the human body, basic ecological principles, and issues associated with environmental problems; and to make decisions to improve health-related behaviors.**

MIDDLE SCHOOL
LIFE
SCIENCE

**Audience** Approved by PEP for students in seventh and eighth grades of all abilities who are involved in a year-long science program.

**Description** This program is a full year life science course which replaces the curriculum currently being used in general science or life science. It can also be used in an integrated science-health course.

Learner materials consist of a text that integrates laboratory activities and readings. Topics were defined by life science teachers based upon their experiences with students as well as on the recommendations of nationally recognized experts in middle school science curriculum. Content is delivered in a learning cycle that consists of three phases: exploration , concept formation, and application. In the exploration stage, students carry out an experiement or investigation. This introduces them to the phenomena and experiences that lead to concept development. Finally, students apply the concept in an application activity or discussion. Development of thinking skills is emphasized throughout the program.

Teacher materials include instructional procedures for effectively presenting activities, detailed answer keys, supportive background information, worksheet masters, overhead transparencies, and optional student activities.

**Evidence of Effectivenes** In terms of student acquisition of conceptual and factual knowledge, students in this life science course scored significantly higher on reliable locally developed tests. Higher performance of the treatment group was generalizable across ability levels, gender, and teachers.

**Requirements** A typical middle school science classroom/laboratory is required, including flat top tables, storage space, and at least one sink. In addition to basic science equipment and supplies (including light microscopes) some unique materials are required. An inservice program of approximately 40 hours is strongly recommended.

**Costs** For appropriately equipped schools, it costs approximately $800 to set-up a classroom with the necessary unique equipment and non-consumable materials. The Teacher Guide is $39.90 and the Teacher Resource Book is $69.90. Student textbooks cost $26.90 each.

**Services** Visitors are welcome by appointment at the project site. Training is available at the project site, and also at adopter site (costs to be negotiated).

**Contact** **Harold Pratt; Jefferson County Public Schools; 1829 Denver West Drive, Building 27; Golden, CO 80401. (303) 273-6561.**

Developmental Funding: Local funding and National Science Foundation

PEP Approval No. 90-04 **(2/6/90)**

**Life Lab Science Program.** **An applied science program emphasizing a hands-on, garden-based "living laboratory" approach to elementary science education.**

**Audience** Approved by JDRP for elementary students, grades 2-6.

**Description** The *Life Lab Science* program strives to ensure students' future interests and success in science by improving student attitudes toward the study of science, and increasing students' level of knowledge and skill acquisition in science. The instructional approach is a combination of indoor and outdoor hands-on science activities with the key component being the garden lab (e.g. indoor grow box, greenhouse, planter boxes, vegetable beds, etc.). Students and teachers collaborate to transform their school grounds and/or classrooms into thriving garden laboratories for the application of scientific processes. In this setting students conduct experiments using the scientific method. They observe, collect and analyze data, establish worm colonies, raise vegetables, herbs and flowers, and have responsibility for maintaining their living laboratory. A structured course of study is followed in science, nutrition and gardening. Instructional time varies from two to four hours per week. Teachers are responsible for all classroom instruction and use The Growing Classroom curriculum guide for the bulk of their science lessons.

**Requirements** The critical learner setting is the "living laboratory" whether an indoor grow box, containers adjacent to the classroom, a greenhouse or a three acre school farm. As such, all elements of the program are transportable. The primary curriculum guide is *The Growing Classroom*, which contains Science, Nutrition, and Gardening units and is accompanied by a scope and sequence. Prior to implementation, the program has a two-day workshop at the school site or at project site that prepares teachers for using the program, teaching techniques and the "living laboratory" approach. Following the initial training, staff development and program implementation become the responsibility of Lead Teachers in each school. Advance training is available and technical assistance will continue to be provided throughout the installation year. Adopters of the *Life Lab Science Program* typically generate a great deal of community support and resources. Cultivating the community is an important requirement of a successful adoption.

The adopter is responsible for travel and per diem costs. Trainer fees are to be negotiated. Implementation costs vary by site and the extent of "living laboratory" development. *The Growing classroom* curriculum must be purchased for each implementing classroom teacher.

**Services** Awareness materials are avilable at no cost. Visitors are welcome by appointment to visit project sites in their home state or out-of-state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted either at project site or adopter site (costs to be negotiated). Follow-up technical assistance is also available.

**Contact** **Gary Appel/Lisa Glick; Life Lab Science Program;1156 High St.,Santa Cruz, CA 95064; (408) 459-2001; FAX (408) 459-3483.**

Developmental Funding: ESEA, Title IV-C; Packard Foundation;
California State Department of Education; National Science Foundation JDRP No. 86-17 **(9/10/86)**

## Marine Science Project: FOR SEA (Grades 7-12). A comprehensive, activity-oriented, marine science curriculum that teaches basic science skills and knowledge on or away from the coast.

*Please see page M2 for a description of the grades 1-6 program.*

**Audience** Approved by JDRP for all students, grades 7-12.

**Description** By the year 2000, three out of four Americans will live within an hour's drive of the sea or Great Lakes coasts. The impact on these coastal waters will be severe. The nationally validated curriculum materials of *FOR SEA* are designed to equip students with information necessary to make responsible decisions about the marine environment.

*FOR SEA* provides comprehensive, activity-oriented, marine education curriculum to be used in addition to or in lieu of an existing science program. The magic draw of water provides incentive to teach and learn science. Close proximity to seawater is not necessary to implement this curriculum in the classroom. Curriculum guides are available for the following grade levels: 7-8 and 9-12 (Part I - Physical Oceanography, Part II - Marine Biology and Issues). Each guide contains a teacher background for each activity, student activity and text pages, answer keys for student activities, and a listing of vocabulary words for each unit.

**Requirements** *FOR SEA* is designed to be implemented in classrooms at a room, grade, school, or district-wide level. Inservice training provides implementing teachers with an overview of the project, implementation procedures, and hands-on activity sessions to familiarize them with the materials. Training can be provided for groups of 10-32 educators, meeting for a minimum of six contact hours, but preferrably for two days of inservice. Training agendas can be tailored to serve specific grade levels, or to include teachers for all grades 1-12. (Please see listing for *FOR SEA: Investigating Marine Science, Grades 1-6.*) A copy of the appropriate grade-level curriculum guide must be purchased for each implementing classroom teacher at $35.00 per guide. Student text materials in the guide are designed to be reproduced by the adopting sites. Hands-on materials are generally found in the school setting or are readily available at local grocery, variety, or pet stores. Start-up costs vary by site.

**Services** Awareness brochures and samplers of curriculum are available. Project staff or certified trainers can deliver awareness sessions with negotiable cost-sharing. Inservice training is provided at the adopting site. Negotiable costs include: trainer's honarium, travel, and per diem. Follow-up services are provided by the project, based on site needs.

**Contact** **Tom Armentrout; Marine Science Center; P.O. Box 2079; Poulsbo, WA 98370. (206) 779-5549.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 83-26 (3/28/83)
Recertified (4/9/87)

## **Mechanical Universe *High School Adaptation*. A fresh and intriguing approach to a conceptual understanding of physics using modern audiovisual media materials.**

**Audience** Approved by PEP for all high school physics teachers and students.

**Description** The **Mechanical Universe** *High School Adaptation* presents an innovative approach to motivating students toward mastering a conceptual understanding of physics. After the appropriate introduction by the teacher, a 15- to 20-minute videotape can take the student from a view of Newton working at his desk to close-ups of complicated experiments or modern nuclear laboratories, from animated cartoons of gravitational effects to three dimensional computer graphics that come alive, making the abstract concepts of physics more understandable. These visual images, in a historical concept, prompt the student's memory, imagination, and understanding as the narrative develops the typical (and not so typical) concepts of high school physics. The audiovisual materials in conjunction with the written teacher's and student's guides, encourage repeated viewings for an ever deepening comprehension of the topics presented.

The comprehensive written teacher's guide includes a specific plan outlining the necessary instructional procedures for the effective implementation of each module, supportive background information to assist teachers in their own understanding of the physical concepts, questions to explore common applications of the concepts, and test questions for the assessment of student understanding.

These materials can replace traditional material being used, for most physics topics typically presented in high school. The 28 topics available cover all but a very few topics contained in a traditional physics course, with some that are new to the typical course, such as Navigating in Space.

Furthermore, comparative studies between traditional materials and ***The Mechanical Universe** High School Adaptation* have revealed that ***The Mechanical Universe** High School Adaptation* students who express a greater interest in taking physics, as well as an improved confidence that they can succeed in physics. Students using the ***The Mechanical Universe** High School Adaptation* produced results with a mean score 11 percentile points higher than students using traditional materials.

**Requirements** A four-day workshop is available for implementation by teachers with a college major or minor in physics and five or more years teaching experience. Those teachers with less experience and/or college physics should take part in a 15-day workshop.

**Services** A sample module including the video and written materials can be obtained at no cost. The project demonstration site is open to visitors by appointment. Awareness and training workshops are available with costs to be negotiated.

**Costs** Purchase cost for the 28 modules is $525, which includes all videotapes, teacher's and students' guides, and duplication rights for the school. If the adopting site does not have a videocassette player and monitor, those must be acquired separately.

**Contact** **Richard P. Olenick, Department of Physics, University of Dallas. 1845 East Northgate Drive, Irving, TX 75062-4799. (800) 526-8472.**

Developmental Funding: National Science Foundation

PEP No. 88-18 **(11/1/88)**

**Pablo Python Looks At Animals. An introductory life science curriculum for children of all ability levels in grades K-3 combining hands-on, multi-disciplinary classroom activities and the scientific resources of zoos to teach fundamental science concepts and observation skills.**

**Audience** Approved by PEP for students in grades K-3.

**Description** *Pablo Python* utilizes a multimedia approach that encourages young children to explore the world, using all their senses. The program is modular and flexible. It can be used as the entire science curriculum or a supplement, and may also be used to enhance the early childhoood curriculum in all other areas such as understanding and expressing spoken language and developing reading and writing skills. The program consists of a series of six books (and an audiotape of animal sounds), each devoted to a different science topic. Each book can be divided into units, with each unit involving two to six lessons. Lessons range from 30 to 90 minutes and typically begin with a motivational activity such as a question, song, game, poem, or story. A variety of learning activities involve the children in small group instruction and cooperative learning situations. Two to six zoo visits are encouraged. These thematic field trips relate closely to the content of the program materials and serve as the earliest and most enjoyable laboratory experiences for this age group.

**Evidence of Effectiveness** Students in K-3 classrooms implementing the *Pablo Python* curriculum program demonstrate a significant increase in acquisition of basic science concepts on project-developed and validated mastery scales and criterion-referenced tests, and a significant increase in their understanding of zoos as places to study nature and science. Teachers gain confidence in using the zoo as a science resource, increase their instructional repertoire, teach more specific science concepts, and teach science a significantly higher number of minutes per week.

**Requirements** The classroom teacher implements the program with the students and determines how much time to devote to a topic and to what depth it will be explored. Teacher training consists of 6-12 hours of workshop training. During training, teachers receive student materials, are given detailed instructions and lesson plan suggestions for implementing the program in the classroom and at the zoo, actually participate in the student activities, and discuss classroom management of the program.

**Costs** The Teacher's Kit and Classroom Kit curriculum materials cost approximately $150 and include the book series, videotape, audio cassette, worksheet masters, teachers manual, and supplemental materials. Teacher Training Workshops, at regional sites or locally upon request, for 15-20 teachers with one staff trainer cost $155 per day per trainer, plus travel expenses. The total start-up cost estimate is $150 per teacher. Additional costs might be associated with zoo visits.

**Services** In addition to training and materials, follow-up assistance is available.

**Contact** **Annette Berkovits, Director of Education and Project Director, Bronx Zoo, 185th St. & Southern Blvd., Bronx, NY 10460. (212) 220-5135; or Julie Gantcher, Project Dissemination Coordinator, Bronx Zoo, 185th St. & Southern Blvd., Bronx, NY 10460. (212) 220-5131 or (800) 937-5131.**

Developmental funding: New York State Council on the Arts, Samuel and May Rudin Foundation, Louis Calder Foundation, and Liz Claiborne Foundation.

PEP Approval Number: 91-7 **(3/14/91)**

---

**Physics—Teach To Learn. An Educational Program That Works. A physics instructional program using teacher-controlled computer simulations and supporting curriculum materials.**

PHYSICS -
TEACH TO LEARN

**Audience** Approved by JDRP for 12th grade physics students.

**Description** The *Physics—Teach To Learn* program provides teachers and students with instructional materials and processes that facilitate the exploration and illustration of physical events that have been found to be frequently misunderstood by students, and most difficult for the teacher to illustrate in the classroom, and then tests the students' understanding and ability to make application of the physics concepts underlying those events.

The program's 23 instructional modules with teacher-controlled computer simulations and supporting curriculum materials, developed by a committee of Los Angeles Unified School District master physics teachers with university support, were designed to provide students with fundamental qualitative understanding of physical events in selected topic areas. The computer simulations require the learner to make a judgment about a physical event. This judgment, based upon learner experience, and/or observation, often reveals misconceptions based upon defective logic. After the initial judgment (pretest), the teacher then utilizes the computer simulation(s) to lead the student through the steps of exploration, development, and application. By using this step-by-step method, the teacher is best able to guide the correction of student misconceptions about the physical events under consideration. After this process has been completed, the student takes a formal paper/pencil posttest. Each topic is accompanied by extensive written curriculum material designed to enhance the teacher's ability to present the key concepts. The program also enables the teacher to have the computer print any screen display, both text and graphics, to generate additional student activity materials.

**Requirements** The *Physics—Teach To Learn* project developed materials were designed to be adaptable to any course approach and compatible with any text format. The project's curriculum package is comprised of 23 content modules, each with its own set of computer simulations, pretests and posttests, and supplementary curriculum materials designed for teacher use. The first 15 of the project's content modules comprised the package that was presented to the United States Department of Education's Joint Dissemination Review Panel (JDRP) for validation. Subsequent to project validation, an additional eight curriculum content modules, developed following the same rigorous standards, processes, and formats as used in the preparation of the original 15 project modules, have been completed and added to the project's Curriculum Package. These materials have been packaged to facilitate dissemination and implementation at other sites. The program's 5.25 inch computer disks are designed for use only with the Apple IIc, IIe, and IIGS computers, a graphics printer, and a monitor. The program's software can also be run on an Apple IIc+ computer equipped with an external 5.25 inch drive. For classroom utilization, a 19-inch or larger television is recommended for display. No prior computer experience is necessary to effectively use the project's computer software or curriculum materials. Experienced physics teachers can be trained in the philosophy, content, and use of the modules in one day. New and/or "crossover" teachers will need two days of training. Need for training will be based upon teacher subject content awareness.

**Costs** The *Physics—Teach To Learn* program's 23 instructional modules—including the computer disks—are available for a cost of $325 plus shipping and handling. The project does not charge a training fee. Once the curriculum materials have been purchased and initial training has occurred, the program can be operated with no additional cost factors.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at the project's demonstration sites. Project staff is available to conduct inservice training workshops. Training can be conducted at the project site or at sites selected by potential adopters or by NDN State Facilitators.

**Contacts** **Leni Posner, Specialist, Grants Assistance Unit, Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, CA 90012, (213) 625-6596, FAX (213) 613-0862. Pamela Williams, Project Coordinator, Charles Schleiden, Project Disseminator, Bell High School, 4328 Bell Avenue, Bell, CA 90201, (213) 773-2408, FAX (213) 560-7874.**

Developmental Funding: ECIA Chapter 2 JDRP No. 86-16 **(9/25/86)**

# PRISMS: Physics Resources and Instructional Strategies for Motivating Students.

**A physics program that relates physics to the lives of high school students and stimulates students to develop reasoning/science problem-solving skills.**

**Audience** Approved by PEP for students in grades 10-12 with backgrounds in beginning algebra, especially for those students who need additional motivation to learn the concepts and practical applications of physics.

**Description** PRISMS blends exploratory activities, concept development and application activities into a learning cycle. The concepts addressed in the *PRISMS Teacher Resource Guide* are those typically included in most high school physics courses including kinematics, dynamics, work and energy, internal energy and heat, wave phenomena, electricity and magnetism, and atomic and nuclear physics. High interest activities involving cars, bicycles, balloon rockets, dart guns, sailboats, etc., are utilized to teach the major concepts in physics. Exploration activities encourage students to observe relationships, identify variables, and develop tentative explanations of phenomena. Concepts are introduced through the experiences in this exploration phase. The student tests the generalization through observations in the application stage.

For each of 125 activities there are student sheets and teacher notes including teaching strategies, sample observations and calculations, a summary of the concept or outcome of the activity, and time required to conduct the activity. In most cases, there are multiple activities to support the learning cycle. The activities in the guide are an appropriate replacement of traditional laboratory experiments rather than supplementary materials. Student evaluation aids include a check list of indicators of student involvement in the laborator activities and a computer test bank of over 2000 questions keyed to course objectives and ranked by levels of reaoning according to Bloom's Taxonomy of educational objectives.

During one academic year of physics instruction, 10th - 12th grade students showed a significantly greater gain in physics achievement relative to a comparable control group which used conventional materials and teaching strategies. Gain was measured using two forms of the New York Regents Physics Examination on a pre-post test basis. In addition, PRISMS students also had higher gains in reasoning/science problem-solving skills compared to a control group which used conventional materials and strategies. Change was measured by using two forms of the Test of Integrated Process Skills (TIPS II) on a pre-post test basis.

**Requirements** To implement the program, the normal science laboratory facilities should be available. Several optional activities are provided that use computers for data acquisition. The physics teacher should understand the teaching strategies and be familiar with many of the activities before implementing the program. Inservice training for one to three weeks is highly desirable. PRISMS materials include the Teacher Resource Guide, two video tapes, and a test bank of questions for evaluating student learning at a cost of $150. Assuming 30 teachers attending a one-week training period, the cost for the training is approximately $130 per teacher. University credit is optional.

**Services** Awareness materials are available at no cost. Training is conducted during the summer at the development site at the University of Northern Iowa. In addition, staff are available to conduct workshops at other locations with costs to be negotiated. For demonstration sites available for visitation near you, contact the PRISMS Project Office.

**Contact** **Roy D. Unruh; PRISMS, Project Office; Physics Department, University of Northern Iowa; Cedar Falls, IA 50614. (319) 273-2380 or Tim Cooney; Earth Science Department; University of Northern Iowa; Cedar Falls, IA 50614. (319) 273-2918.**

Developmental Funding: Iowa Department of Education
U.S. Department of Education - Secretary's Discretionary Fund
JDRP No. 87-4 **(5/28/87)**

**RAMPS (Relationships and Mathematics in Physical Science).** **An innovative physical science curriculum that enables middle/junior high school students to use and understand mathematics in physical science courses. Students develop an understanding of the meanings of equations as they apply to science. They learn how to use this knowledge to understand and describe natural relationships, and to do mathematical problem-solving. RAMPS makes the mathematics easy and the mathematics makes science more understandable.**

**Audience** Approved by PEP for students in grades 8 and 9.

**Description** Project RAMPS provides its innovative curriculum materials interfaced into a book that covers the usual topics in a one-year, 8th/9th grade physical science course. Special materials include sections written about organization of knowledge, mathematical procedures used in science, relationships, proportionality, equations, and how equations show relationships. RAMPS material is introduced gradually and applied to the science topics so as to foster the student's perception that mathematics is useful as an aid to understanding in a science course. The book provides complete instruction including questions at the end of each subsection/chapter that focus attention on key ideas and provide practice in applications. There are many hands-on activities which are interfaced directly into the text. Many subsections are marked "optional," allowing the teacher to cover all required topics or, if there is no required syllabus, to choose those topics most preferred by the teacher and most suitable for the students' interests or abilities.

**Evidence of Effectiveness** Students in grades 8 and 9 participating in Project RAMPS demonstrate higher levels of understanding of the relationship between mathematics and science on a project-developed and validated test than comparison students in a traditional physical science course.

**Requirements** RAMPS material can be taught by any certified teacher of physical science, even if not mathematically prepared or knowledgeable. Teachers can easily learn the special material by reading the RAMPS book, utilizing the teacher's guide, and doing the problems and questions. A minimum of one day of training is needed to impart the philosophy of instruction, provide an overview of the mathematical components, discuss how to use and adapt the materials, and perform hands-on activities. The RAMPS book can be used either as the student textbook or as a source book and guide for the teacher in interfacing the RAMPS material into the physical science textbook already in use.

**Costs** The cost for a RAMPS sourcebook (printed in two parts) is $65 for Volume I and $65 for Volume II and includes a teacher's guide. Operational costs total $4 to cover supplies for a class. Student textbooks may be obtained by arrangement with the project. Training costs are negotiable.

**Services** In addition to training and curriculum materials, awareness materials are available.

**Contact** **Madeline P. Goodstein, PRIMAK Educational Foundation, P.O. Box 701, Devon, PA 19333. (215) 688-7993.**

Developmental funding: Addison-Wesley Publishing Company, local.

PEP Approval Number: 91-IR **(4/8/91)**

**Sci-Math.** **An interdisciplinary bridge between mathematics and science, enabling students to apply the problem-solving skill of factor analysis to a broad range of problems in math, science, and beyond.**

Sci-Math

**Audience** Approved by JDRP/PEP for grades 7-12, Sci-Math embraces mathematical techniques that can be usefully assimilated by students of varying age and ability, from low achievers and the educationally disadvantaged, to college-bound high school students in math, chemistry, and physics classes.

**Description** Sci-Math links the problem-solving skills utilized in mathematics with those needed in the sciences and in everyday life. Using the mathematics of rates and ratios, Sci-Math enables students to build a toolchest of problem-solving and reasoning strategies which they can apply beyond their math classes to the sciences, social studies, home, and business. Sci-Math is ideal for teachers whose students say they cant do story problems because they just dont know where to start. The program was developed by Dr. Madeline Goodstein at Central Connecticut State College with support from the National Science Foundation.

- **Central Theme** The technique of factor analysis (also called dimensional analysis, labeled rates, and label-canceling is presented in discrete steps that build students confidence in their problem-solving abilities. Students learn to apply a sophisticated approach to complex problems. Sci-Math emphasizes essential problem-solving habits: to stay on track and find what a problem really asks for, to remember the importance of labels for data and answers, and to think of problem solving primarily in terms of relationships, not arithmetic calculations. The ultimate goal is that students master the use of labeled rates as a life-skill.
- **Applications** Teachers can easily implement Sci-Math as a mini-course, a supplement, or a parallel course. The program works well in cooperative learning environments. Advanced students of algebra, chemistry, or physics can assimilate the core Sci-Math ideas in as little as two weeks; for less advanced or younger students, teachers may spend three to six weeks, depending on the skill level they want to achieve. Teachers should note that Sci-Math does not expand the curriculum; rather, Sci-Math extends it by showing students new and efficient ways to solve the problems they already face.
- **Activities** More than 20 hands-on activities and experiments deal with situations at home, school, and business that are already familiar to students. Activity materials, such as rulers, string, and pressure gauges, are readily available and inexpensive.
- **Materials** Two editions of Sci-Math: Applications in Proportional Problem-Solving are available from Addison-Wesley Publishing Company. Module One is best suited to pre-algebra students; Module Two takes a more sophisticated approach and assumes familiarity with algebraic variables and graphing and charting techniques. Teachers guides are available for each of the two modules, with all problems worked out in detail. The guides also provide record sheets, data, and answers to questions. The student texts cost less than $8 per copy and are reusable. In addition, workshop participants receive numerous free worksheets and exercises which they can duplicate for classroom use.

**Requirements** Teacher training consists of one six-hour workshop, conducted by a certified trainer. Workshop sponsors cover the cost of Addison-Wesley texts and the trainers fee and expenses.

**Services** Awareness materials are available at no cost. Project personnel are available for one-hour awareness presentations and training workshops. (Costs are negotiable.) Project adopters receive follow-up assistance by phone or mail, and our newsletter, The Sci-Math Way, free of charge.

**Contact** **Kirsti Aho, Sci-Math Director; Education & Technology Foundation; 4655 25th Street; San Francisco, CA 94114. (415) 824-5911.**

Developmental Funding: National Science Foundation

JDRP No. 82-20 **(5/12/82)**
**Recertified (6/86)**

## WIZE: Wildlife Inquiry through Zoo Education, Module II/Survival Strategies. **A life science program which improves understanding of concepts related to ecology, wildlife conservation, and species survival.**

**Audience** Approved by PEP for all students, grades 7-9.

**Description** Combining classroom study with the unique scientific resources available at zoos, Survival Strategies explores issues related to wildlife survival in the 21st Century.

Using a non-traditional, multi-disciplinary approach, the program improves understanding of concepts related to ecology, wildlife conservation populations, and species survival. Utilizing cooperative learning techniques and highly motivating hands-on activities that encourage decision-making, Survival Strategies develops an understanding that animals are members of populations that interact with one another and that ecological processes affecting animals also affect humans. Involving an average of 15 weeks of instruction (for classes with at least four science periods a week; 20 weeks for those with fewer science periods per week), the program includes three visits to a local zoo (or one combined visit if access to a zoo is difficult.) Using highly motivating activities, multi-media materials, small group discussions, zoo visits, and Posterity, a role playing activity, students are exposed to the scientific method and develop problem-solving skills, working towards solutions which cause the least disruption to the environment.

Survival Strategies educates young people to approach difficult problems analytically and make decisions based on informed perspectives rooted in a firm understanding of complex scientific concepts. Survival Strategies can serve on its own merits as an independent curriculum, or as a supplement to an existing life science or environmental education programs.

After participating in Project WIZE for a period of 12 to 15 weeks, students in grades 7-9 significantly improved their understanding of life science concepts as measured by *WIZE Module II test—Survival Strategies*. This claim is based on an experimental and comparison group study of 15,000 students in 13 states.

**Requirements** No special facilities are required within an adopting school. Access to a zoo, natural history museum, native center, or wildlife area is recommended by the program. Although the detailed Teachers' Manual enables instructors to conduct the program successfully training, is encouraged for optimal implementation. Curriculum/learning materials include the following:

- 34 Student Resource Books
- 22 Photo Cards
- 136-page Teacher's Manual
- 96-frame filmstrip
- 6 sets of 24 illustrated Discovery Cards
- 41 worksheet masters to accompany lessons
- 2 sound cassettes
- Posterity: A wildlife management game

**Services** Implementation of the WIZE Survival Strategies program requires the purchase of one classroom kit at a cost of $325. Visitors are welcome by appointment to the project site for an awareness demonstration. Project staff is available to attend out-of-state awareness meetings. One five-day training options are available in requesting districts and states throughout the year. Follow-up assistance is also available to adopters.

**Contact** **Annette Berkovits, Director of Education and Director of Project WIZE, Bronx Zoo, New York Zoological Society, 185th Street and Southern Boulevard, Bronx, NY 10460; or Donald Lisowy, WIZE Dissemination (800) 937-5131.**

Developmental funding: National Science Foundation JDRP No. 86-6 **(4/9/87)**

## Conservation for Children. A practical, economical program to increase conservation awareness, understanding, and action of elementary school children through a variety of basic skill activities designed for use in the classroom. Approved by JDRP for children in grades 1-6.

**Description** Through a variety of basic skill activities intended for use in the classroom, *Conservation for Children* teaches students about the interdependence of plants and animals, requirements of life, energy sources and use, pollution problems, recycling, and other conservation concepts based on scientific principles. The grade level conservation guides provide instructional materials which combine basic skill practice in the areas of language arts, math, social studies and science with a conservation concept. Teachers can use the materials as a primary resource for teaching basic skills, as supplementary materials to a core program, as enrichment activities, skill review, or as independent units of study.

Evaluation data confirms that students using the materials for a minimum of 30 minutes per week master 80% of the learning objectives. In addition, 75% of the parents of 2,000 students in the evaluation study responded in writing that they had observed their children implementing conservation practices at home which they had never seen before the children used the program materials.

*Conservation for Children* materials include six grade level curriculum guides (1-6) and one ALL Levels guide (activities, resources). After the initial purchase of the guides, $25 per grade level, $165 for the complete program, there are no on-going costs for personnel, materials, or inservice training.

**Contact** **Marilyn Bodourian, Project Director; or David Lidstrom, Conservation for Children, 1140 Boston Avenue, Longmont, CO 80501. (303) 651-2829, FAX (303) 776-5934.**

Developmental Funding: ESEA Title IV-C JDRP No. 83-12 **(3/4/83)**

---

## Foundational Approaches in Science Teaching. A course in the concepts and methods of the physical, biological and earth sciences and their relation to the environment. Approved by JDRP for students in grade 7.

**Description** *Foundational Approaches in Science Teaching* is a full year course giving students a sense of the operations of the modern scientific community by involving them in typical science activities. FAST is laboratory and field-oriented and designed for use with students who represent the full range of abilities and interests found in the typical middle/junior high school classroom. Instructional strategies are structurally sequenced to address differences in learning styles and to develop thinking skills. Students study three strands concurrently: physical science, ecology and relational study. The physical science strand introduces such concepts as mass, volume, density, buoyancy, physical and chemical properties of matter, pressure, vacuum, heat, temperature and energy; the ecology strand such concepts as ecology, plant and animal growth and development, weather and climate, field mapping and population sampling; the relational study strand such concepts as resource management, technology, environmental use, energy use and conservation. Student and teacher materials guide student investigations. The Student Record Book enables students to record a concise log of individual and class activities. A classroom library of Reference Booklets, which describe use of instruments, suggest experimental designs, outline experimental techniques, and provide necessary supplemental readings, helps students to practice the skill of using outside references to supplement information available from the investigations and Student Book. The Teacher Guide presents the logic connecting topics and sequences. Keyed to the investigations in the Student Book, the Teacher's Guide includes teaching suggestions, advice on classroom procedures, and detailed discussion of the conceptual and practical development of the students' investigations. Other materials for teachers include the Instructional Guide and Evaluation Guide.

**Contact** **Donald B. Young, Co-Director; Curriculum Research and Development Group; University of Hawaii; 1776 University Ave., Rm UHS 2-202; Honolulu, HI 96822 (808) 956-7863.**

Developmental Funding: University of Hawaii JDRP No. 80-2 **(12/9/80)**

## Science-Technology-Society: Preparing For Tomorrow's World.

**A multi-disciplinary approach to problem solving and critical thinking designed to promote decision-making and problem-solving skills needed to deal with issues at the interface of science, technology, and society. Approved by JDRP for all students, grades 7-12.**

**Description** In our increasingly complex technological world, issues and problems also become increasingly complex. Students need more sophisticated problem-solving and decision-making skills to deal effectively with current and future societal issues. The goals of the PFTW modules are the development of logical, higher level thinking and social reasoning skills in the context of science, technology, and society. Serving as the guiding framework for the materials, activities, and teaching strategies, a sound instructional model is utilized to develop the skills necessary for students to move to higher levels of cognitive reasoning and citizenship.

STS is comprised of a set of 7 independent curriculum modules. Topics covered include:

- Coastal Decisions
- Environmental Dilemmas
- Dilemmas In Bioethics
- Decisions (A 12 topic cross discipline "sampler" module.)
- Space Encounters
- Of Animals Nature and People
- Beacon City: An Urban Land-Use Simulation

STS engages students in activities such as scenario writing, graphing, problem- solving, conducting surveys, and futures forecasting, to add another dimension to existing curricula. Discussion and debate among students encourages critical self-evaluation and promotes more complex reasoning ability and increased perspective-taking abilities. Depending on the modules selected and the course structure in which they are used, activities may be used in continuous sequence, interspersed throughout existing courses, or, as in the senior high grades, taught as discrete units of study.

**Contact** **David Lidstrom, 1140 Boston Ave., Longmont, CO 80501. (303) 651-2829, FAX (303) 776-5934.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-10 **(12/15/81)**

---

## Starwalk.

**A comprehensive earth/space science program for elementary students. Approved by JDRP for grades 3 & 4.**

**Description** *Project Starwalk* provides instruction in Earth/Space science concepts to grades 2 to 5. Students receive a series of classroom lessons and activities structured around visits to a planetarium facility. Classroom lessons are designed as both pre- and post-planetarium visit in order to prepare students for their activities at the planetarium, and to consolidate and further the learning after the visit. Planetarium and classroom teaching guides provide the instructional materials for the lessons.

The availability of a planetarium facility, either fixed-base, or portable is required. Classroom materials are minimal, but should include an earch globe, celestial sphere, and earth/sun model. Recommended classroom instructional time is about 12 hours per level, including the planetarium lesson. Inservice training requires two-five days depending upon the implementation situation.

Awareness materials are available at no cost. Developer or certified trainers are available for awareness presentations and/or implementation training. All costs are paid by adopter. Training can be conducted at adopter or project site, and is available throughout the year. Impelementation follow-up services are also available. Additional grade level materials are also available for grades 2 and 4.

**Contact** **Bob Riddle; Project STARWALK; Southwest Science/Math Magnet High School; 6512 Wornall Road; Kansas City, MO 64113. (816) 871-0913.**

Developmental Funding: Title IV-C, State and Local JDRP No. 83-9 **(3/4/83)**

## Stones and Bones. **A laboratory approach to the study of biology, modern science, and anthropology. Designed to enrich the present modern or life science, biology, and physical anthropology courses. Approved for science students of all ability levels (grades 7-12).**

**Description** The program meets the needs of all ability students. The format is interdisciplinary in design and emphasizes active student participation through laboratory explorations. Modern (general) or life science and biology instructional units supplement, enrich, and extend current science curricula. Three instructional pathways emphasize the study of humankind:

*Modern (General) Science Pathway*: Designed to motivate non-college-oriented students. Each of the 20 laboratory explorations offers the general science student "hands-on" opportunities to investigate topics such as geologic time, measuring radioactivity, mapping, behavior of primates, and hominid changes through the use of replica casts of fossil hominids.

*Biology Pathway:* A four- to five-week overview of physical anthropology. The unit provides students with "hands-on," in-depth experiences as a supplement to physical anthropology in biology textbooks. A series of 11 investigative explorations focuses on topics including primate behavior and distribution, interpreting archeological records, primate locomotion and morphology, and changes in human development through the use of replica casts of fossil hominids. This approach reinforces and extends many basic concepts taught in the study of biology.

*Semester Course Pathway:* This pathway in physical anthropology provides students the opportunity to study early origins of humankind in depth. Laboratory investigations pursue such topics as: phylogeny through time, continental drift, locomotion and behavior of primates, molecularrevolution, and the beginnings of spiritual awareness. Some 14 fossil replica casts of Australopithecus, Homo Erectus, Neanderthal, and Cro-Magnon are used in these explorations.

**Contact** **Donnalyn Jaque-Anton, Los Angeles U.S.D.; Director of Professional Development; 450 N. Grand Ave., Los Angeles, CA 90012. Milton Anisman, Disseminator; Physical Anthropology Center; 6625 Balboa Blvd., Van Nuys, CA 91406. (818) 997-2389.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 82-29 **(5/26/82)**

---

## ZOO: Zoo Opportunities Outreach. **A series of curriculum materials related to the study of animals to supplement and enrich existing classroom programs through experiential learning. Approved by JDRP for K-6 students of all abilities.**

**Description** Project ZOO is a science-oriented animal studies program that offers varied multi-sensory and multimedia learning experiences to augment zoo field trips. While children explore the world of animals and learn about conservation and ecology, activities are introduced in which students experience not only science, but aspects of language, mathematics, social studies, music and art. Through the use of nearly 300 project-developed materials, six units of study are explored: *Animal Characteristics, Animal Behavior,* and *Animal Homes and Habitats* for primary grades; and *Classifica- tion, Adaptation, and Interdependence* for the intermediate grades. Study prints, flash cards, student booklets, worksheets, and games make the program an interesting and successful experience, stimulating more self-direction and causing more positive personal interaction. The materials accommodate any learning style and have proved effective even though a trip to the zoo is not possible. The teacher's unit book contains background and introductory information, activity suggestions, and a bibliography of resources. This manual, along with all needed materials, comprises a teaching kit. Materials include worksheet activities such as crossword puzzles, word search games, and matching items that can be enlarged for posters or games. These materials were teacher-created to reflect teacher needs and can be used in regular classroom programs. A sample kit of materials is available for review. During development, students in project classrooms were compared with students in similar control classrooms through use of unit tests. Experimental students gained significantly more than comparison students in their knowledge and understanding of the concepts and processes of each of the six project units.

**Contact** **Steve Binkley, Carolina Biological Supply Co., 2700 York Rd., Burlington, NC 27215. (919) 584-0381.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81/18 **(9/17/81)**

# SECTION N:

## Social Science

Adventure N-8
Economic Literacy N-8
* Facing History and Ourselves: Holocaust and Human Behavior N-1
* GeoGram Project (The) N-2
* History Theatre of Ideas (HIT) N-3
Institute for Political and Legal Education (ILPE) N-9
Law in a Changing Society (LCS) N-9
LEGAL (Law Related Education: Goals for American Leadership) N-10
* Life Unworthy of Life N-4
* Preparing Instructional Teams To Teach Effective Citizenship Education N-5
* Project Polar Regions N-6
* REACH: Respecting Ethnic And Cultural Heritage N-7
Religion In Human Culture (RIHC) N-10

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Adventure | 3 | N-8 | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | AL, CA, CO, CT, FL, GA, MA, ME, MI, NC, NH, NJ, NV, NY, PA, SC, SD, TN, VA, VT, ONTARIO, NEW ZEALAND, AUSTRALIA | 3+ |
| Economic Literacy | 3 | N-8 | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | NY, TX | 1 |
| Facing History | 3 | N-1 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | CA, FL, IL, MA, ME, TN | 1-6 |
| GeoGram | 3 | N-2 | ✓ | | If during vacation times or on weekends. | | | ✓ | | ✓ | | | | ✓ | | If during vacation times or on weekends. | | | None | 1 |
| History Theatre | 3 | N-3 | ✓ | | neg | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | neg | | | MO | variable |
| ILPE | 3 | N-9 | | | | ✓ | ✓ | | | ✓ | | | | | ✓ | | ✓ | ✓ | AL, MT, NV, OK, OR, TX, UT | 1-2 |
| LCS | 3 | N-9 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | None | 3+ |
| LEGAL | 3 | N-10 | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AK, AZ, CA, CO, HI, ID, NV, NY, OR, UT, WY | 1 |
| Life Unworthy | 3 | N-4 | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| REACH | 3 | N-7 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | KS, MO, NE, NY, OR | 2 |
| RIHC | 3 | N-10 | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## Facing History and Ourselves: Holocaust and Human Behavior. A unit using the history of 20th-century genocide to teach the meaning of human dignity, morality, law, citizenship, and behavior.

**Audience** Approved by JDRP for students in grades 8 and 9. The unit has been used in other settings with grades 10, 11, and 12.

**Description** The project provides teachers and students with resources for studying complex issues of citizenship that affect our society today.

The program helps to educate citizens as they learn to make informed judgments. Lessons make it possible for teachers and students to reflect on issues that are meaningful to them in ways that stretch their intellectual and empathetic capacities. The resource book, Facing History and Ourselves: Holocaust and Human Behavior, examines issues of individual and group behavior and studies clear examples of abuse of power, human rights, and obedience. It traces the roots of prejudice and discrimination; first in our own lives and then in an historical case study of the steps that led to the Nazi holocaust in Nazi Germany.

Students think about what happens in a society that abuses civil liberties and censors freedom of thought. Lessons explore the wide range of responses of individuals and institutions who became the victims, the victimizers, or the bystanders in the history of the Holocaust of European Jews and the victims of genocide.

The final chapters focus on students' recurring questions, "Can We Learn From the Past?" and "What Can I Do To Make a Difference in the Future?" When students learn about the "forgotten genocide" of the early 20th century, the Armenian Genocide, they think about the power of denial and avoidance.

After learning about genocide and the abuse of power, students are often eager to find methods of prevention and avenues of participation that can improve society. A second resource book, *Choosing to Participate*, includes case studies from American History of individuals and groups in the past who have tried to make a difference; who have sought to achieve a society of tolerance and justice.

The curriculum is interdisciplinary and specifically designed for early adolescents in junior high and high school settings. Its approach and methodology have broad applicability for curricula involved with difficult subject matter, multicultural education, and critical thinking. When students think about history and its relationship to their lives as well as the consequences of their decisions and actions, they explore the roles and responses of individuals and groups confronting contemporary and difficult issues.

**Requirements** An individual teacher or entire school district may choose to adopt the Facing History and Ourselves Project to enhance existing courses or as an entire program (8-12 weeks). Teachers should attend an awareness presentation given by a certified trainer before piloting the classroom materials. Awareness sessions range from a two-hour presentation to a one- or two-day workshop. A team of 38 teacher trainers from public, private, and parochial schools is available for follow up consultation and workshops.

**Services** Brochures are available at no cost. Visitors are welcome at the Resource Center and to visit classes using the program. The Resource Center collects and distributes printed and audiovisual materials. Awareness presentations and workshops are held at both project and adopting sites. In communities where certified trainers are available, adult education courses and inservice programs are offered. Travel and per diem expenses need to be covered, but costs can be negotiated depending on available funds.

**Contact** **Marc Skvirsky, Alan Stoskopf, Margot Stern Strom; Facing History and Ourselves National Foundation, Inc.; 25 Kennard Rd.; Brookline, MA 02146. (617) 232-1595.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-33 **(12/5/80)**
Recertified **(6/85)**

## The GeoGram Project. An interdisciplinary curriculum program bringing together the studies of physical, cultural, and economic geography with the skills of critical thinking and expository writing.

**Audience** Approved by PEP for students in grades 6-8.

**Description** The *GeoGram Project* provides effective supplementary materials to enable teachers to enhance instruction in geography, critical thinking and expository writing skills for middle-school students. Project materials address the curriculum standards set by most states for geographic literacy and language arts objectives. Through the use of the project's innovative instructional materials and a variety of recommended teaching strategies, students "travel" and learn about selected areas of the world. The project's curriculum units, packaged as "newsletters," focus on basic geographical concepts about the areas of the world addressed in the project's curriculum units. These units concern America's Gateway Cities, India, China, Japan, Central America, and South America. A student Reference Guide accompanies each newsletter and features a glossary and crossword puzzle using key words from the unit. A Teacher's Amplification and Implementation Guide is also supplied with each of the project's units of instruction. In the implementation of the project in the classroom, students are asked to use reading, writing, map, chart, graph, and critical thinking skills as they complete classwork and homework activities, engage in cooperative projects, work with simulations, and complete individual writing assignments.

**Evidence of Effectiveness** Students in World History and Geography classes implementing the *GeoGram* curriculum demonstrated significantly greater gains on project-produced and validated criterion referenced tests of geographical knowledge, map skills, critical thinking, and expository writing skills; and scored higher on a standardized test of basic skills covering social studies, language arts, and reference skills than did comparison groups. Project field test results showed that the amount of classroom instructional time devoted to geography, critical thinking, and expository writing skills increased while using *GeoGram* materials, teachers showed significant improvement in classroom time spent on student/teacher exchanges; and students showed increased concentration on classroom activities and a higher percentage of time on task.

**Requirements** *GeoGram* requires no change in staffing patterns. The project's materials may be implemented as self-contained geography/expository writing units taught in a social studies classroom; it may be tracked into specific social studies content areas, or used as supplementary materials taught in a core program of Social Studies/English. An eight hour staff development workshop is strongly recommended, and training may be conducted at sites within the Los Angeles Unified School District, or at sites selected by potential adopters or State Facilitators.

**Costs** A complete *Project GeoGram Curriculum Package*, with sets of 35 copies of each of the project's six curriculum units, all student pre and posttests, Lesson Amplification and Implementation guides for the teacher for each of the units, and a 3-ring binder Teacher's Edition of the curriculum package, is available for a cost of $200. Additionally, the Teacher's Edition referred to above, containing a single copy of all project materials is available for $25.

**Services** Project staff are available to conduct training workshops. Awareness materials are available at no cost.

**Contact** **Leni Posner, Los Angeles Unified School District, Grants Assistance Unit, 450 N. Grand Ave., Los Angeles, CA 9001[illegible]. (213) 625-6596, FAX (213) 613-0862. Roberta Konrad, Project Coordinator, El Sereno Junior High School, 2839 N. Eastern Ave., Los Angeles, CA 90032. (213) 223-2441.**

Developmental funding: ECIA Chapter 2 and LAUSD PEP Approval Number 91-20 **(4/3/91)**

## History Theatre of Ideas (HIT). A program using dramatized events in state or local history to enrich curricula and involve students in analyzing issues.

**Audience** Approved by the JDRP for all students in grades 7-12.

**Description** *History Theatre of Ideas* is a touring classroom drama/discussion program for students in grades 7-12. It provides an arena for the examination of relevant humanities issues. It serves teachers as a model for providing historical context in the introduction of political, social and philosophical issues into the curricula of secondary schools.

The program's components include a brief historical drama depicting an event in state or local history. This is followed by a discussion between the students and the actors of the pertinent issues in the play. The actors retain their scripted identities throughout the classroom discussion. The teacher prepares students for the discussion by using study guide materials provided by the program.

The program's intent is to enliven history for students and provide teachers with materials and a model for additional curriculum development. The program is based on drama as an effective teaching vehicle. Combining drama with discussion lends an immediacy and excitement to history.

**Requirements** Adoptions can be by local school districts, by broader administrative divisions (regional or metropolitan), or by a college, university, museum, historical commission, historical site, or other comparable agency. The program is appropriate in its entirety for dissemination to other sites. Aspects of dissemination include: staff development which entails identifying and training a program coordinator and recruiting and training a playwright and actors; topic selection which involves choosing events and issues important to each state; research of the selected topic; materials preparation including the development and printing of study guides; recruitment of school participation, scheduling and other administrative duties performed by program coordinator; teacher and student preparation using project materials and other teacher-selected materials; program presentation including dramatic sketch and discussion; follow-up classroom activities; and program evaluation. The most important conditions for success are the willingness of the teacher to participate and the arrangements concerning class preparation time and administrative support for this arrangement.

Based upon an assumption of one hundred presentations over the course of an academic year and on average class size of 25 students the cost per student is estimated at $4.00 for the installation year and $3.80 for the subsequent year.

**Services** Awareness materials including a video (available on loan) are available at no cost. Visitors are welcome to the demonstration site by appointment. Project staff is available for awareness sessions. Training, technical assistance and manuals are available at costs to be negotiated.

**Contact** **Natalie Robinson; History Theatre of Ideas; Rhode Island Committee for the Humanities; 60 Ship Street, Providence, RI 02903. (401) 274-2350**

Developmental Funding: NEH, State and Private — JDRP No. 85-13 **(7/1/86)**

# Life Unworthy of Life. A unit of study about the Nazi Holocaust designed for infusion of high school world history and other social studies courses.

**Audience** Approved by PEP for students in grades 9-12.

**Description** The *Life Unworthy of Life* curriculum is chronologically organized to fit world history courses. Lessons move from the aftermath of World War I, through the rise of Hitler and the Nazi Party, to the "Final Solution." The unit culminates with lessons about the consequences and implications of the Holocaust. The instructional approach is designed to stimulate active student participation in analysis of historical events and discussion of ethical issues pertaining to those events. Learning activities include viewing of videotaped survivor testimony, participation in authentic simulations, analysis of primary documents, discussion of ethical issues, and traditional outlining of short historical lectures. The instructor's manual provides teachers with lesson objectives, defines new terms, lists readings from the student text, and recommends a sequence of teaching steps including thought-provoking questions and answers and homework assignments.

**Evidence of Effectiveness** Students participating in the program are significantly better able to express, in writing, consequences of indifference toward the mistreatment of others; demonstrate reduced prejudice toward minority groups; and show greater gains in historical knowledge of the Holocaust than comparison groups. Teachers using the curriculum are significantly more inclined and able to teach the topic of the Holocaust in depth than teachers in comparison groups.

**Requirements** The program is a self-contained instructional unit comprised of a student textbook, instructor's manual, and five-part video of testimony by victims who survived the Holocaust. As part of their world history courses, teachers may incorporate all 18 lessons of the program or choose a shortened 11 or 5-lesson option. One to four weeks of in-depth instruction devoted to the Holocaust as a supplemental unit of study linked to the normal unit on World War II may be chosen. A one-day inservice teacher training program has been designed.

**Costs** Complete classroom materials, including isntructor's manual, 60-minute videotape, and 30 student textbooks, cost $295 (plus shipping). Additional textbooks are $7.50, plus shipping. One-day inservice costs are negotiable.

**Services** In addition to training and curriculum materials, follow-up consultation is available.

**Contact** **Peter Nagourney, Center for the Study of the Child, 31000 Northwestern Highway, Farmington Hills, MI 48334-9079. (313) 626-1110, FAX (313) 626-2011.**

Developmental funding: Private foundations.

PEP Approval Number: 91-8 **(3/14/91)**

## Preparing Instructional Teams To Teach Effective Citizenship Education. A program that equips teams of educators to deliver a law-related education course that improves students' citizenship.

**Audience** Approved by PEP for teachers, building administrators, and resource persons who will present the course to 8th and/or 9th grade students.

**Description** Many law-related education (LRE) courses exist with curriculum materials only, without a mechanism to change student attitudes and behaviors related to citizenship. In this program, educators are prepared to increase students' knowledge of the law and legal processes and reduce student delinquency by increasing law-abiding behavior. The program's team approach involves simultaneous training of teachers, building administrators, and police officers—all of whom are considered critical to the success of changing student attitudes towards delinquency. Teachers build their proficiency in instructional and classroom management strategies, including handling student debate. Police officers become adept at interactive teaching strategies, ways to deliver information to young students that law enforcement officials take for granted, and methods to help students realize that the officer's presence in the classroom is not an intrusion, but a learning opportunity. Building administrators are encouraged to be supportive and informed about the connections between the LRE course and their own actions (such as school governance). Training includes instruction, demonstration, practice, and debriefing. The preferred length of training is six days, with participation by police officers for at least two days. Participants receive a textbook and 200 pages of reference material including sample lessons.

**Evidence of Effectiveness** Eighth and ninth-grade students taught a one-semester LRE course by teams who have completed our training not only gain knowledge of the law and legal processes, but exhibit more favorable attitudes toward school, teachers, police, and law-abiding behavior, and less frequent delinquent behavior in and out of school than students in the same grades at the same schools who are taught conventional social studies or civics courses as measured by pre- and post-program student questionnaires.

**Requirements** Minimal requirements include agreement by a local law enforcement agency to allow one or more officers to participate for at least two days of training and serve as co-teachers for two hours of classroom time per week, and commitment by one or more social studies teachers and one building administrator (per school) to attend six days of training and provide a nine-week LRE course. Costs for a typical four-person team from one school are $1,650, including all materials needed by team members but not student texts (estimated at $15 per student) or food, lodging, travel, team members' pay, and personal expenses. Costs for paying participating law enforcement officials for classroom participation must also be considered. Training takes place at the University of Colorado.

**Services** Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated).

**Contact** **Robert M. Hunter, University of Colorado, Center for Action Research, Bureau of Sociological Research, Campus Box 580, Boulder, CO 80309. (303) 492-6114.**

Developmental funding: National Institute for Juvenile Justice and Delinquency Prevention; Colorado Division of Criminal Justice.
PEP No. 88-09 **(3/15/88)**

**Project Polar Regions.** **An innovative, interdisciplinary science program for middle grade students emphasizing an investigative and problem-solving approach to the study of meteorology, oceanology, geology, and the exploration of the earth's Arctic and Antarctic regions.**

**Audience** Approved by PEP for students in grades 5-8.

**Description** Polar Regions supplements and reinforces the existing science and social science curriculums and replaces outdated content areas related to the polar regions without requiring additional instructional time. It provides instructional materials for students and resource information for teachers to pursue a problem solving, investigative approach to topics in: geology, meteorology, oceanology, biology, and the social sciences. The development and application of critical thinking skills and the involvement of laboratory activities are emphasized for the purpose of developing scientific content and concepts. Concepts are developed and reinforced relating to global geography and the exploration of the polar regions. The project's curriculum is divided into four units of instruction: Climate, Oceans, Land, and Discovery and Exploration.

**Evidence of Effectiveness** Students participating in the program at grades 5 through 8 make significantly greater gains in science knowledge and concepts on project-developed and validated criterion-referenced lists than comparison groups covering the same knowledge and concept areas using traditionally available curriculum materials.

**Requirements** The program may be taught in self-contained or departmentalized classrooms by science, social science, or environmental education teachers. Each of the four project curriculum units require an average of two to three weeks of instruction or 10 to 15 one-hour periods, depending upon student needs and instruction methodologies used. One six-hour in-service workshop is sufficient to prepare teachers for effective program implementation.

**Costs** Project Polar Regions' complete Curriculum Package is comprised of tour instructional units, each with its own Teacher's Guide and classroom set of 30 non-consumable packets of Student Background Information and Investigations. Twelve 11" x 14" Antarctica Study Prints and one Antarctica Filmstrip, both with Background Information and Discussion Questions, accompany the project's print materials. The complete Curriculum Package, whose four units of instruction can be "modularized" to serve four separate classes of 30 students each at one time, is available for $1,050. A Teachers Edition of the Curriculum Package with only one copy of all program printed materials, without the study prints or the filmstrip, is available for $100.

**Services** In addition to training and materials, an awareness packet is available at no cost. Visitors are welcome to visit the project's demonstration school site by appointment. Training workshops can be conducted either at the project site or at sites selected by potential adopters or by NDN State Facilitators. Project staff is available to attend awareness meetings out of state with costs to be negotiated.

**Contact** **Leni Posner, Specialist, Grants Assistance Unit, Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, California 90012. (213) 625-6596. Judy Woodward, Project Coordinator, Environmental Programs Center, 6625 Balboa Boulevard, Van Nuys, California 91406. (818) 997-2599.**

Developmental funding: ESEA Title IV-C and district PEP Approval Number: 91-21 **(4/3/91)**

# REACH: Respecting Ethnic And Cultural Heritage.
## Multicultural Education for All Students.

Project REACH

**Audience** Approved by JDRP for all students, grades 6-9.

**Description** Project REACH is a multicultural education program designed for infusion into the regular U.S. History and/or Social Studies program. The program intent is to increase knowledge and understanding related to cultural diversity in America. The REACH curriculum process includes the following four phases:

***Communications Skills:*** The students gain a basic understanding and practical skills in the areas of self-awareness, interpersonal communication, and group dynamics through communication skill-building and problem-solving activities. These activities provide a foundation for the cross-cultural experience and learning that occur later in the program.

***Cultural Self-Awareness***: The participants study their own cultural background, learn the meaning and function of culture, and become aware of the cultural diversity that exists in their own school. Each student engages in extensive research related to his/her own cultural, family, or community history and then produces a large visual project to be displayed at a Cultural Fair.

***Multicultural Knowledge***: American history is presented in a way that adequately reflects the experiences and contributions of Asian American, Black/African American, Latino/Hispanic, and Native American people. Students engage in learning activities which help them gain in-depth knowledge of their history and culture of different ethnic groups. *Ethnic Perspectives Books* are used along with listening tapes.

***Cross-Cultural Experience***: After gaining knowledge and skills in the previous three phases, the students participate in a series of person-to-person experiences with people from different cultural communities. These experiences can include student exchanges, guest speakers, assemblies, and special field trips to different cultural areas.

Participants in Project REACH have demonstrated an increased level of knowledge related to the history and culture of America's non-white ethnic groups, and have also demonstrated a decreased level of social distance expressed toward these groups.

**Requirements** Project REACH is usually implemented in all social studies classes at one grade level within the middle school/junior high. No special staffing or facilities are required. Participating teachers are trained by Project REACH staff or certified REACH trainers before using the materials in their classrooms. The Teacher Guide, student books, matching listening tapes, and related slide/tape and support materials are available for purchase from the REACH office.

**Services** Awareness materials are available at no cost. Project staff and certified trainers are available for out of town awareness sessions at the cost of travel and expenses. Follow-up consultation and monitoring are available to adopters. Visitors are welcome by appointment at the REACH office. Adopting school districts enter into a contractual agreement with Project REACH and an adoption fee is negotiated to cover costs of training and teacher materials. The *REACH Ethnic Perspectives Series* student books are purchased at a cost of $6.00 per booklet or $20.00 per set. The set includes: *An American Indian Perspective, An African American Perspective, An Asian American Perspective,* and A *Hispanic / Latino Perspective*. A 20-minute preview video explaining the program is available for the cost of postage.

Project REACH is part of a 4-unit Multicultural/Global training and curriculum organization, The REACH Center. The program units include Global REACH (high school), Project REACH (middle/junior high school), REACH for Kids (elementary), and REACH for Excellence (higher education/business).

**Contact** **Staff, REACH Center, 239 North McLeod, Arlington, WA 98223. (206) 435-8682.**

Developmental Funding: ESEA Title IV-C JDRP No. 84-16 **(6/29/84)**

## **Adventure. An interdisciplinary program involving experience-based learning in academics along with group problem solving and an alternative physical education program out-of-doors and indoors as well. Approved by JDRP for students of all abilities, grades 6-12.**

**Description** *Project Adventure* is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. *Project Adventure* combines of Outward Bound techniques and philosophy with a group problem-solving approach to learning and teaching. Small groups of students learn by working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problem and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility and competence. The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor/indoor activities, and a Ropes Course apparatus; and an academic curriculum component designed to give hands-on experiences and a practical application of the basics. The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self- concept. The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students. The project offers five different initial training programs: academic, counseling techniques, physical education, professional development, and community partnerships.

**Contact** **Dick Prouty, Project Adventure, Inc.; Box 100; Hamilton, MA 01936. (617) 468-7981. Cindy Simpson, Project Adventure/SE; Box 2447, Covington, GA 30209. (502) 784-9310. Ann Smolowe, Project Adventure, 1606 SE 24th Ave., Portland, OR 97214. (508) 239-0169.**

Developmental Funding: USOE ESEA Title III JDRP No. 73-4 **(4/9/73)**

---

## **Economic Literacy. A computer-based financial management program which has two components—How to Make a Million and the New School Savings Program.** ***How to Make a Million*** **was approved for students in grades 6-8 and 10-12. The** ***New School Savings Program*** **was approved for grades 4-8.**

SCHOOL SAVINGS PROGRAM

**Description** *How To Make A Million* (HMM)—HMM successfully teaches students sound principles of financial management, from learning how to save, to utilizing savings for investments. HMM provides students with an opportunity to apply their math and computer skills on a subject dear to their hearts, **money**. The curriculum includes information on stocks, bonds, certificates of deposit, treasury bills, money market and mutual funds, and savings accounts—sorry no real estate! Generally, implementing teachers set aside part of a Friday during one semester and let the students make their investments until they *Make A Million Dollars* (simulated, of course)! Materials include an Apple or IBM computer disk, a 48-page student booklet, a teacher's manual, duplicating masters, play money, and an "I Made a Million" certificate for those who **did**! 35 sets of student materials come in the program kit. *The New Computerized School Savings Program* (SS)—Remember when YOU saved money at school? Well, it's different now! Students, with the assistance of PTA volunteers, enter their deposit amount at a computer, pick up a receipt, give their money to the PTA volunteer and go back to work. The program is usually run before and after school and at lunch. After the last deposit. The money and disk are sent to the bank. Materials include an Apple or IBM computer disk for deposits, a 24-page student booklet, a teacher's manual, and duplicating masters. 35 sets of student materials come in a kit. Most school districts bank with three (3) different banks. Ask your business manager for the names of these banks. Try to set up an appointment with each bank for you and your business manager so you can explain the program to them.

**Contact** **Sherry Avena; 4095 173rd Place, S.E.; Bellevue, WA 98088; (206) 746-0331.**

Developmental Funding: Private Sector Initiative JDRP No. 85-6R **(4/2/85)**

**Institute for Political and Legal Education (IPLE). A secondary social studies program designed "to turn students on to active citizenship." Approved by JDRP for students of all abilities, grades 9-12. Materials have been used in grades 6-8.**

**Description** Model Congress/IPLE introduces students in grades 6-12 to the American political, legislative, and legal processes. While usually incorporated in the Social Studies curriculum, the program can be used in a gifted program or as a club or other special interest option. Model Congress/IPLE is flexible enough to be implemented as a full year curriculum, a semester option, or as a single unit of study.

The curriculum, originally developed by IPLE staff and New Jersey teachers, stresses active participation by students through a variety of activities including role play, simulations, value clarifications, case studies and practical experiences. The core of Model Congress/IPLE is a simulation of the Federal Congressional process and this part of the program is particularly motivating for students. The research, writing, and debating skills and the self-awareness that the process generates, gives students tools they can use long after the simulation ends.

Materials include *Voter Education, Model Congress Resource Manual, Techniques for Introducing the Law,* and *Individual Rights*. An additional volume, *Juvenile Justice*, is also available. While there is a logical sequence from one manual to another, each is independent and can be the basis of a separate elective course or be incorporated into an already existing course.

Materials may be used without training and are available outside New Jersey through an Associate Membership. Training for a group of six or more educators can be arranged upon request.

**Contact** **Rebecca McDonnel, Director; Institute for Political and Legal Education,; Educational Informational and Resource Center, 700 Hollydell Court; Sewell, NJ 08080. (609) 582-7000.**

Developmental Funding: USOE ESEA Title III JDRP No. 74-92 **(9/18/74)**

---

**Law in a Changing Society (LCS). A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.**

**Audience** Approved by JDRP for teachers and their students in grades 5-12. This program has also been used with students in grades K-4.

**Description** Curriculum materials complement subjects traditionally taught in social studies classes. A broad range of topics and concepts is addressed in the units, in which constitutional issues and the functioning of our legal system predominate. Curriculum materials are activity-oriented, and legal content provides a natural vehicle for developing skills related to critical thinking and reasoning. The strategies encourage students to respond at higher thinking levels, consider alternatives and consequences, and evaluate both their own and society's solutions to the social, political, and economic issues that have been resolved through judicial questions. Students are exposed to the legal system's strengths and ways to participate in the system, and encounter positive experiences with functionaries in the legal system. The format of the classroom materials makes them easy to use. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 27 strategies to be used. An important part of the curriculum is the use of community resources. The local bar association, police department, judiciary, and other legal agencies and groups provide resource speakers and field trip opportunities essential to the program.

**Contact** **Rhonda Haynes, Director: Law in a Changing Society; Law Focused Education, Inc., P.O. Box 12487, Austin, TX 78711. (512) 463-1388.**

Developmental Funding: Titles III, IV-C and LEAA JDRP No. 79-28 **(7/10/79)**

## LEGAL (Law Related Education: Goals for American Leadership). A curriculum to enable students to develop knowledge, problem-solving skills, and attitudes related to the functioning of the U.S. legal/judicial system. JDRP approved for all American history students, grades 5, 8, and 11.

**Description** Research has found that traditional teaching approaches have failed to improve students' knowledge of the processes of the U. S. legal/judicial system. The goals, therefore, of Project LEGAL are for greater attention to teacher training and implementation of specific and sequential approaches to law and civic education. The first component of LEGAL's curriculum is the introductory unit that is taught in American history courses early in the school year. The unit consists of 10 lessons with teaching strategies that systematically and sequentially lead to the development of high level problem-solving skills. Teacher's manuals provide detailed lesson plans for this unit. The first four lessons enable students to discover that law affects their entire lives and that our Constitution and laws are based on societal and individual values. The fifth lesson presents situations to introduce the concept of legal values conflicts. The remaining lessons concentrate on the case method—analysis, formulation of issue and decision, and development of reasoning. The activities and examples are varied to meet the abilities of each grade level. The second component is the bi-weekly lessons that teachers prepare to fit into existing state-mandated history course content. Each of these lessons reinforces the knowledge and problem-solving skills presented in the introductory units. Traditional curriculum content is therefore presented, but through LEGAL's teaching strategies.

**Contact** **James J. Carroll, Ph.D., Director; Syracuse University; 316 Lyman Hall; Syracuse, NY 13244. (315) 443-4720. @CREDIT-LEFT = Developmental Funding: USOE ESEA Title IV-C**

JDRP No. 81-39 **(1/28/82)**

---

## Religion In Human Culture (RIHC). A social studies program about religious traditions and topics. Approved by JDRP for students of all abilities, grades 9-12.

**Description** Religion in Human Culture (RIHC) is a semester-length, elective social studies course about religion for high school students. It consists of six instructional units which may be implemented wholly or in part. These include a unit on religious expression and five separate units on the Hindu, Buddhist, Judaic, Christian, and Islamic traditions. RIHC is a program for learning about religions and is intended to help students acquire greater awareness, understanding, and appreciation of religious diversity. The curriculum content is consistent with United States Supreme Court decisions that public schools shall neither teach nor practice religion but may teach about religion as it affects human history and culture. The overall objectives for the Religion in Human Culture series fall within four categories established by the National Council for the Social Studies Curriculum Guidelines. *Religion in Human Culture* exposes students to religious diversity; develops attitudes of understanding and respect for the beliefs and practices of others; centers on the study of religions as part of the social studies curriculum; furnishes a total teaching package about the major religions of the world; follows an easy-to-use, lesson-by-lesson format; and emphasizes inquiry strategies, a developmental process, and substantive content.

**Contact** **Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 6425 W. 33rd St.; Minneapolis, MN 55426. (612) 925-4300.**

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-32 **(7/12/79)**

# SECTION O:

# Special Education/Learning Disabilities

ACTIVE: All Children Totally InVolved in Exercising O-10
* Achievement-Based Curriculum - Project I Can O-1
* ADAPT Project O-2
Elsmere Project O-10
ERIN: Early Recognition Intervention Network O-11
Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children O-11
* INSITE Model O-3
* MAPPS: Multi-Agency Project for Pre-Schoolers O-4
* MARRS: Mainstream Amplification Resource Room Study O-5
Modification of Children's Oral Language O-12
PEECH: Programming for Early Education in the Classroom and at Home O-12
Precision Teaching Project O-13
Program for Children with Down Syndrome and Other Developmental Delays O-13
* Regional Program for Preschool Handicapped Children O-6
Rutland Developmental Therapy Model O-14
* SKI*HI Outreach O-7
Success O-14
Systematic Instructional Management Strategies (SIMS) O-15
* Systematic Screening for Behavior Disorders (SSBD) O-8
* Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*) O-9

---

* Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| ACTIVE | 3 | O-10 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | AL, AZ, OK, OR, WA | 1 |
| Achievement-Based | 3 | O-1 | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | neg | | CA, CO, FL, IL, IN, MD, NM, NY, NC, OH, OR, OK, TX, UT, WI, VA, WI | 3+ |
| ADAPT | 3 | O-2 | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | None | 2 |
| Elsmere | 3 | O-10 | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | FL, NC | 2 |
| ERIN | 1 | O-11 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | FL, OH, OR, WA | 3+ |
| IEP/PE | 3 | O-11 | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 2 |
| INSTIE | 1 | O-3 | ✓ | ✓ | | neg | | | ✓ | ✓ | ✓ | | | | ✓ | | neg | | AL, FL, GA, MA, MN, NM, OK, SC, TN, TX, UT, WV | 6 |
| MAPPS | 1 | O-4 | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | None | 1 |
| MARRS | 3 | O-5 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | CA, IL, IA, MN, MS, NE, OH, UT, WA | <½ |
| Modification Child | 3 | O-12 | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | All States | 1 |
| PEECH | 1 | O-12 | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | None | 3+ |
| Prec. Teaching | 3 | O-13 | | | | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | AL, CA, FL, MI, UT, WA | 2 |
| Program Down Synd. | 1,3 | O-13 | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | None | 3+ |
| Reg. Preschool | 1 | O-6 | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | CT, TX | |
| Rutland Devel. | 1,3 | O-14 | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | None | 3+ |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Ski*Hi | 1 | O-7 | ✓ | ✓ | | neg | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | neg | | | AR, CT, FL, GA, HI, IN, KY, LA, ME, MI, MN, MO, MS, NM, NY, OH, OK, SD, TN, TX, UT, WI, WV, CD (Ontario) | 3+ |
| Success | 3 | O-14 | | | ✓ | ✓ | | ✓ | | ✓ | | | | | | | | | None | |
| SIMS | 3 | O-15 | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | None | 3+ |
| SSBD | 3 | O-8 | ✓ | | neg | | | | | ✓ | ✓ | | ✓ | | ✓ | neg | | | CA, CO, DC, KY, LA, MO, MT, NE, NJ, OK, OR, PA, UT, WV | 1 |
| TRIP | 1 | O-9 | ✓ | ✓ | neg | | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | AK, AZ, CA, CT, NM, SC, WA | 3+ |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

## Achievement-Based Curriculum - Project I Can.

### Improving the quality of physical education instruction for ALL students preschool through secondary.

I CAN
Achievement Based Curriculum Model

**Audience** Approved by JDRP/PEP for teachers (special education, physical education, adapted physical education, and/or combinations) of handicapped children with disabilities in special and/or regular educational programs.

**Description** The ABC Model has five major components to help teachers implement quality school programs: assess, prescribe, teach, evaluate, and plan for essential objectives in physical education for children and youth from near zero to functional level of competency. The curriculum materials (I CAN) represent a bank of 200 student performance objectives for qualitative assessment, prescriptive instruction, evaluation, student reports, and a computer management system for the school program.

The ABC Model can be 1) implemented without exotic equipment or facilities; 2) implemented by classroom teachers, physical education specialists, or combinations; 3) adapted to local needs and resources to either develop a comprehensive mastery in learning program, preschool through high school, or supplement an existing program; and 4) implemented by the user in compliance not only with P.L. 101.476 but also in response to school reform movements—pursuit of equity and excellence in American schools for all students.

**Evidence of Effectiveness** Seventy-five percent of students achieved meaningful, statistically significant gain score on objectives when the curriculum was implemented as intended; 85% of all teachers trained achieved competencies to implement the ABC Model. A school site may achieve certification as a Model Demonstration site by implementing the key elements of the ABC Model: document of program goals and objectives, prescribe and teach based on students' assessed needs, evaluate and report student and class progress, make recommendations for improvement based on student data.

**Requirements** Identify core staff to receive training and implement ABC: I CAN. Staff participate in 2-4-1 ABC Inservice Program: 2-Day Workshop to develop skills and knowledge; four follow-up visits within a 12- to 20-week period to support teachers' skill application (assess, prescribe, teach, evaluate); 1-Day Planning Workshop to evaluate implementation effectiveness and develop comprehensive program plan adapted to the class/school. Two options to meet this requirement: Individual receives monitoring training (4 hours) by CT and is provided with ABC: I CAN Monitoring handbook.

**Services** Awareness materials are available at no cost. Training is available through 27 select colleges and universities in 17 states throughout the United States.

An I Can-ABC videotape is available from your State Facilitator or Project Center. Training costs are shared: school/district, State Facilitator, and Project.

**Contact** **Luke Kelly, Ph.D.; Project Center ; University of Virginia; Curry School of Education; Ruffner Hall, 405 Emmet St.; Charlottesville, VA 22903, (804) 924-6192.**

Developmental Funding: USOE OSE and State

JDRP No. 81-13 **(6/11/81)**
Recertified **(6/85)**

**Project ADAPT**

**ADAPT Project. A program that provides a comprehensive, replicable service delivery model for secondary and postsecondary learning disabled students. The project also increases the number of students receiving full-time service in the educational mainstream, reduces the dropout rate of learning disabled students, and improves their basic academic skills.**

**Audience** Approved by PEP for secondary learning disabled (LD) students (grades 6-12) and learning disabled adults in postsecondary vocational education programs.

**Description** *Project ADAPT* augments a school's existing LD service delivery system, improving the structure by increasing knowledge, skills, awareness, communication, and coordination. Central to the program is the concept of producing student outcomes through two key elements: changing the way teachers teach (Teacher ADAPTation) and changing the way students learn (Student ADAPTation). A two-day training for resource room personnel, a team of content area teachers, and support staff is the initial activity. The returning team works to modify existing structural and attitudinal barriers.

Three key areas for teacher adaptation are utilized: teaching skills, curricula and materials, and collaboration. The project training process instructs teachers in using alternative organization, management, presentation, practice, and assessment techniques to adapt the regular classroom environment for the LD student. All teachers learn to assess both their curricula and their teaching materials for appropriateness.

Student adaptation is in the domain of the resource teacher. The two program components focus directly upon the needs of secondary and postsecondary LD students: re-teaching and adaptive skill instruction. The goals are to remediate basic skill deficiencies and to equip learners with skills that will transfer to the regular classroom and the world of work.

**Evidence of Effectiveness** Twenty-two percent of learning disabled students were mainstreamed on a full-time basis after one year in the project; 43 percent after two years (national mainstreaming rate is 15 percent). Fewer than five percent of LD students dropped out of school (national rate for LD student is 38 percent). LD students in the program achieved greater than expected gains in basic academic skills.

**Requirements** For schools that have an LD program, no special staff are required. Two days of training for the core group is required. The major prerequisite is a moderate level of staff commitment. Minimal equipment and supplemental materials for students are suggested.

**Costs** The cost for adopting the project is travel, lodging and per diem for one trainer during the two-day training, Training Manual ($25.00) for each participant, and a training fee.

**Services** Awareness materials are available at no cost. The project staff is available for awareness sessions (costs to be negotiated). Implementation and follow-up services available to adopters (costs to be negotiated). Statistical analysis of evaluation data is provided to all school districts submitting pre-post-tests scores.

**Contact** **Celia Meyers; 123 E. Broadway; Cushing, OK 74023. (918) 225-1882.**

Developmental Funding: Title VI-G Child Service
Demonstration Center, state, Office of
Special Education and Postsecondary Demonstration Projects.

PEP Approval No. 90-06 **(2/9/90)**

---

## INSITE Model. A home-based program for families of children who are multi-handicapped sensory-impaired (0-5 years) to optimize the children's development.

**Audience** Approved by PEP for children who are multi-handicapped sensory impaired (0-5 years) and their families.

**Description** The major goal of the *INSITE* program is to identify young children who are multi-handicapped with sensory impairment as close to their birth as possible and provide them with complete home programming that will facilitate their optimal development.

Specific goals for the program are: the child will be able to interact meaningfully with other persons in the home and with objects in play; use residual sight and/or hearing as well as possible; build a communication system to convey their basic wants, needs, feelings, and observations; and reach the highest level of independence possible. Specific parent goals are: parents will have a warm, positive relationship with the child; understand the child's handicaps; provide a stimulating interactive home environment; and develop the skills and knowledge to become their child's advocate.

Elements of the program include identification and screening, direct services, support services such as physical and occupational therapy and medical services, and a program management system. All aspects of service are provided either directly or indirectly by *INSITE* support staff.

**Evidence of Effectiveness** A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of *INSITE* adopting programs across the country.

**Requirements** Minimal requirements for program implementation include one full-time or part-time parent advisor to make weekly home visits, basic training for six days, a two-volume *INSITE* manual and other teaching/testing materials, support staff and materials, and a supervisor (for larger programs).

**Costs** Costs per child for 11 months of service is approximately $1,925 including direct and indirect costs.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

**Contact** **Don Barringer; SKI*HI Institute; Utah State University; Logan, UT 84322-1900. (801) 752-4601.**

Developmental funding: US Office of Special Education, Handicapped Children's Early Education Program, and the Utah State Legislature.

PEP No. 89-3 **(3/24/89)**

## MAPPS: Multi-Agency Project for Pre-Schoolers. An intervention program for delayed infants and young children.

**Audience** Approved by JDRP for handicapped children, birth to age 5.

**Description** The *Multi-Agency Project for Pre-Schoolers* (MAPPS) is a home- and center-based intervention program for delayed infants and preschool children. The MAPPS model enables parents, paraprofessionals and teachers to intervene successfully with a minimum of training. To accomplish this, parents and other identified personnel are trained to use specific, detailed curricula as a guide for teaching young children In addition to home-based training, the MAPPS model enables delayed children to be mainstreamed into existing preschool and day care services by training staff in specific intervention strategies. Originally, the MAPPS model was designed for use in rural-remote areas; more recently, urban and minority populations, including Native Americans, are now using the MAPPS model successfully.

A key component of the MAPPS model is the Curriculum and Monitoring System (CAMS), which covers six curriculum areas: receptive language, expressive language, motor development, self-help development, pre-academic skills, and social-emotional development. Developmental sequencing behavioral principles, and programmed instruction are the basis for the design and development of these materials. The system includes: 1) six sequenced curriculum programs with detailed teaching instructions appropriate for use by persons of various backgrounds, 2) a manual providing an overview of the CAMS model and explaining the use of the curriculum, 3) placement tests for each program, and 4) an introductory slide-tape presentation.

With the advent of Public Law 99-457, which requires the provision of a free and appropriate education for all handicapped preschoolers, there is an immediate need for high quality models of early intervention. The MAPPS model provides a highly effective method to serve young children and their families in a wide variety of settings.

**Requirements** The model can be used by parents, individual preschools, and any agencies serving infants and preschoolers with handicaps. Involvement of parents and/or classroom teachers is necessary for implementing the MAPPS model. If the model is adopted by a preschool or an agency, one teacher/monitor is required on a half time basis to serve approximately 20 children. Speech, O.T., P.T., and psychology personnel should be available for consultation. Training for preschools and agencies consists of 1 to 2 days at the replication site depending on the experience and background of the persons being trained.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment. Training workshops are conducted at the adoption site with costs negotiated between the cooperating agencies. The cost of a complete set of the CAMS curriculum which covers the five developmental areas mentioned above is $48.00. One set is necessary per teacher/classroom. Follow-up visits and telephone consultation are available.

**Contact** **Glendon Casto; Project Director, (801) 750-2000; Vonda Lauritzen, Training Coordinator, (801) 750-2001; Utah State University, Developmental Center for Handicapped Persons, Logan UT 84322.**

Developmental Funding: USOE BEH

JDRP No. 80-7 **(6/17/80)**
Recertified **(4/85)**

## MARRS: Mainstream Amplification Resource Room Study.

**Project MARRS uses sound field amplification technology to enhance instruction, lessen teacher voice fatigue and improve student academic achievement in reading and language arts.**

**Audience** Approved by JDRP for improvement of teaching and quality of instruction in reading and language arts for all students but especially students with mild hearing losses (MHL) grades K-6. The program has been used in regular and special education classrooms early childhood through grade 12 for instruction in all subject areas.

**Description** Project MARRS uses sound field amplification of the regular or special education teacher's voice in the presentation of the school's regular curriculum. Amplification equipment is installed in the classroom and the teacher wears a wireless FM microphone which permits freedom of movement in the classroom. The amplification allows the instructor to maintain a consistent signal approximately 10 decibels above the noise level in the classroom. Thus an improved listening environment is created for all students. Amplification enhances the clarity of oral instructions, promotes student attention, lessens teacher voice fatigue and increases academic achievement scores, particularly for students with mild (MHL) hearing losses who are to be found in all classrooms.

Data from the original study suggest 30% of all students in regular classrooms and as many as 75% of special education students have educationally significant hearing losses, many of which are undetected by routine school hearing screenings. MARRS provides a cost efficient alternative/ supplement to resource room instruction for mainstreamed mildly handicapped students as well as an effective environmental modification to benefit all students and teachers. Statistically significant gains in academic achievement are demonstrated by target students in the least restrictive environment at a fraction of the cost of resource room intervention.

In the 1-86 validated study using data from four adopting districts, a pre-post experimental-control group design was utilized to demonstrate that K-6 target students (MHL) receiving instruction in standard classrooms equipped with sound field amplification make statistically significant greater gains in standardized achievement scores than do target students in control (non-amplified) classrooms ($P< .05$).

**Requirements** No special staff, facilities, or curriculum materials required. The program is designed to enhance the ongoing curriculum, improve teaching, and create an improved listening/learning environment for all students. The adopting district purchases sound amplification equipment which is installed in classroom(s). Following a brief inservice teachers use amplification for oral instruction.

1) One time purchase of sound field equipment, which can be used for years with minimal ongoing costs. Cost per student varies with the number of children in amplified classrooms and decreases with subsequent years as equipment continues to be used. 2) Portion of costs (to be negotiated) for installation and in-service of local staff by project personnel. Release time for teacher inservice is not ordinarily required.

**Services** An NDN funded Developer Demonstrator Project. Awareness materials are available at no cost. Visitors are welcome at Project sites any time. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Implementation and follow-up services are available to adopters.

**Contact** **Helen Ray, Director, Project MARRS; or Juanita Carole Rash, Associate Director; Wabash & Ohio Valley Special Education District; Box E; Norris City, IL 62869-0905. (618) 378-2131.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-27 **(7/28/81)**
Recertified **(1/14/86)**

# Regional Program for Preschool Handicapped Children.
## Early intervention for handicapped children ages 3 to 5.

**Audience** Approved by JDRP for preschool handicapped children.

**Description** This is a comprehensive program of educational services intended to increase the verbal, perceptual, motor, and general cognitive skills of children with the following handicaps as defined by New York State: speech impaired, emotionally disturbed, multiply handicapped, learning disability, deaf or hard of hearing, visually impaired or blind, mentally retarded, and autistic.

Unique features of the program include: The Interactive Teaching Process in which special education teachers, teacher aides and clinical team members provide diagnostic/prescriptive teaching, language intervention and positive reinforcement on a continual basis in the classroom; The Transdisciplinary Team Model through which team members train each other and share roles in assessment, intervention and consultation; Parent Involvement Model, which includes the parent volunteer system, parent group meetings and an individualized approach to parent participation. Replication Training in each or all components is available to any preschool program. Over 450 classroom sites have replicated the Regional Program Model or component of the model. Manuals describing each component are available at cost.

Impact data collected on demonstration site and adoption site students show that students exposed to a full year of the program made statistically and educationally significant gains compared to national norms as measured by the McCarthy Scales of Children's Abilities. Regarding maintenance of effects, gains made by students during the first year of exposure were maintained after a second phase of instruction. Over 60% of Regional Program graduates since 1980 have been placed in regular school or transition programs when they reached school age. Parent participation and support for the Regional Program is exceptionally high. Parents demonstrate extensive knowledge of program components and report a high level of program satisfaction.

**Requirements** Any preschool program serving children with special needs, including Headstart programs, may adopt the Regional Program. Special staffing for implementation should include a speech therapist to work with the teacher on a part-time basis and other professionals available as appropriate to the program. The training addresses the three components of the program, The Interactive Teaching Process, Transdisciplinary Team Model and Parent Involvement Model. One or two days of training are provided based on a needs assessment process with the training site. All preschool staff should be involved in the training including teachers, clinical team members and paraprofessionals. Follow-up visitation allows for consultation and training of an on-site program monitor. A staff training manual is available for each component of the program and range in price from $7.50 to $16.00.

**Services** Awareness materials are available at no cost. Visitors are welcome at project sites by appointment. Project staff is available to attend out of state awareness meetings and conferences. Training is conducted at project site or adopter site (travel, food and lodging must be paid by adopter or cost sharing may be negotiated with State Facilitators).

**Contact** **Carol S. Eagen, Supervisor; Preschool Program; Special Education Department; Putnam-Northern Westchester Board of Cooperative Educational Services; Yorktown Heights, NY 10598. (914) 962-2377.**

Developmental Funding: USOE BEH, State, and Local

JDRP No. 81-6 **(6/29/81)**
Recertified **(9/26/85)**

**SKI*HI Outreach. A comprehensive program providing identification, hearing-aid management, communication, auditory, and language facilitation through home management for hearing-handicapped children birth to age 6.**

**Audience** Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

**Description** *SKI*HI* is a comprehensive program that provides screening, audiological, diagnostic and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families. It provides a family-focused, team management approach.

The program is designed to provide services to a state-wide or large population area; however *SKI*HI* effectively meets the needs of regional, district, rural, small and private agencies. It includes a system for hospital screening for high-risk infants. A diagnostic and supportive entry process ensures efficient, expeditious entry of children and families into the program.

A complete home intervention curriculum is provided. It includes the main program areas of the Home Hearing-Aid Program, the Home Communication Program, the Home Auditory Program, and the Home Total Communication and Home Aural/Oral Language Programs. Training in the *SKI*HI* model includes curriculum as well as areas of parent readiness, home visit planning, delivering and reporting, family emotional support and the role and characteristics of a Parent Advisor. Psychological, emotional, and child-development support are provided for parents in the home. Weekly and comprehensive quarterly assessment of child and family is performed. Part-time parent advisors living in the area visit homes weekly to deliver the curriculum, which is targeted for parents. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing-aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided. Careful planning for transition to the next educational environment is included.

A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of *SKI*HI* adopting programs across the country.

**Requirements** One full-time or part-time professional to make weekly home visits is the minimum requirement. This person must have basic *SKI*HI* training in delivery of a home intervention program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing-aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video-playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary. The program should participate in the SKI*HI data collection and evaluation system.

**Costs** Complete services for 11 months (including all direct and supportive services) costs approximately $1,549 per child. Start-up costs are minimal.

**Services** Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

**Contact** **Thomas C. Clark, Director; SKI*HI Institute; Department of Communicative Disorders; Utah State University; Logan, UT 84322-1900. (801) 752-4601.**

Developmental Funding: USOE BEH

JDRP No. 78-192 **(7/13/78)**
Recertified **(2/19/91)**

---

## Systematic Screening for Behavior Disorders (SSBD). A practical process for the systematic mass screening and identification of regular classrooms students who may be at risk for developing behavior disorders.

**Audience** Approved by PEP for students in regular elementary grades (K-6) who may be at risk for developing either externalizing or internalizing behavior disorders.

**Description** SSBD provides a solution to the problems of under-referral of students who may develop behavior disorders by giving regular classroom teachers uniform behavioral standards for use in reducing the idiosyncratic nature of teacher referrals. This mass screening process, which occurs early in a child's school career, is a multi-agent, multi-method approach.

The screening occurs in three stages: teacher nominations of groups of children whose characteristic behavior patterns most closely resemble profiles of behavior disorders occurring in the school setting and ranking of those students; screening of students in terms of behavioral severity and defining the content of their behavior problems using a series of ratings items and systematic observation of students using a classroom code and a playground code.

SSBD has been constructed under the following beliefs: teachers in least restrictive environments are more likely to refer pupils who exhibit externalizing behaviors that they perceive as aversive, while under-referring pupils with internalizing disorders; teacher rankings and ratings combined with direct observation is necessary to assess pupil behavior; and academic engaged time and peer related social behavior are important indicators.

**Evidence of Effectiveness** In six separate studies, SSBD provided a reliable procedure for systematically screening and identifying elementary school students who demonstrate potential behavior disorders. In six additional studies, SSBD proved to be an accurate procedure that discriminates potential behavior disorder students from non-disordered or non-at-risk students within regular classrooms.

**Requirements** The only major requirement is mastery of the classroom and playground observation codes in stage three of the screening and identification process.

**Costs** Costs to an adopting district involve purchase of materials ($180 per building) and training ($400 per day). Consumable products are minimal and no special staff, equipment, or facilities are required.

**Services** Awareness materials are available at no cost.

**Contact** **Rebecca Williamson, 1140 Boston Avenue; Longmont, CO 80501. (303) 651-1751.**

Developmental funding: federal, state and local PEP Approval No.: 90-01 **(2/8/90)**

# The Teaching Research Integrated Preschool Model (TRIP) (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*). A program for providing individualized skills instruction within the integrated preschool setting.

**Audience** Approved by JDRP for children ages 1-8 with special needs.

**Description** The Model is formulated on the philosophy that all children with disabilities, ranging from at-risk to severely impaired, should receive educational services with their peers without being set apart as "special" or "different". The Integrated Preschool Model embraces individualized programming, for children with disabilities, within the context of a comprehensive, developmental curriculum typical to early childhood programs. An environmentally referenced assessment approach leads the teacher to selection of functional and environmentally relevant skills for each child with disabilities. Parent input is actively solicited to assist educational staff in prioritizing deficit skills. Instructional sequences are individualized to the needs of each child, but are taught within naturally occurring group activities in which children with disabilities participate alongside their typically developing peers.

The Model prescribes a format for delivering individualized programs, including materials, feedback to be given to the child and a data system for tracking a child's progress on IFSP goals. Integrated service delivery necessitates the distribution of data collection across various integrated settings throughout the day as opposed to the historical practice of isolated, one-to-one instructional sessions. The teacher monitors the daily data gathered for each child with disabilities and uses it to make teaching decisions concerning the child's instruction for the following day.

Trained volunteers play an important role in this model. They are taught how to manage small group activities for several children and to use the activity as the context within which they will target a specific skill(s) for a child with disabilities. Volunteers record child performance data using a prescribed format. The classroom teacher monitors the maintenance of volunteers and other staff's skills through the use of an objective method for observing their performance and providing feedback.

Generalization of skills occurs naturally when instruction is imbedded into an activity based approach. Personnel implementing this model also learn a proven system for managing inappropriate behaviors. Parents are encouraged to participate in the instructional program at school as volunteers and to assist their child to acquire new skills by providing relevant home based practice. Parent involvement includes other options such as serving as a trained classroom volunteer, participating in daily home-school communications, and providing opportunities for their child to generalize newly acquired skills at home and in community settings.

Dissemination activities include awareness presentations, brochures and a video. Replication training is available at the Oregon site or in one of ten nationwide satellite training centers.

**Requirements** The model can be applied to self-contained settings, although focus of the training is on implementing the model in integrated settings. Training is appropriate for regular early childhood teachers as well as special educators who might act as consultants. Inservice training includes a five day practice-based session at Teaching Research and follow-up technical assistance visits to the trainees' work site.

**Services** Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Adoption of the TRIP Model requires no special staffing ratios or unusual curricular materials. Therefore, standard operating costs for an early childhood classroom would apply. Training is conducted at project site. Costs incurred in training include: tuition, and travel to Oregon site. Costs for travel to trainees' work site for two follow-up technical assistance are negotiable.

**Contact** **Joyce Peters; Teaching Research Division; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-8812.**

Developmental Funding: USOE BEH

JDRP No. 78-163 **(3/27/78)**
Recertified **(6/86)**

## ACTIVE: All Children Totally InVolved in Exercising.

**A diagnostic/prescriptive physical education program for handicapped and normal individuals. Approved for handicapped, ages 6-60, nonhandicapped, grades K-9.**

**Description** Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services to enhance successful implementation, and accountability features to enhance administrator/ community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space.

**Contact** **Joe Karp, Director; Project ACTIVE; 13209 NE 175th, c/o Sorenson Bldg., Woodinville, WA 98072. (206) 485-0427.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 **(9/18/74)**
Recertified **(1/85)**

---

## Elsmere Project.

**A basic skills vocational program for trainable mentally handicapped, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.**

**Description** The *Elsmere Project* meets the individual needs of TMH students by providing individualized scheduling of instruction in six essential areas: academics, socialization, family life, independent living, prevocation, and vocation. For each area, the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas. Each student is exposed to a simulated work atmosphere, punching a time clock and so on. Students are involved in rudimentary training and work activities such as assembling, packaging and collating. Students participate in a vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. The Glassboro Trainable Assessment Profile (G-TAP), assists the teacher in placing students at the correct functioning level in each of the life skill areas. It is also a useful tool to measure yearly growth and assist the child study team in developing objectives for the Individual Educational Plan (IEP). Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by providing information on the skills necessary to prepare students for particular jobs. Parent interest and participation is another component in the success of the *Elsmere Project.* Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

**Contact** **Monika Steinberg, Project Manager, Elsmere Project; Educational Information and Resource Center (EIRC); 700 Hollydell Court; Sewell, NJ 08080. (609) 582-7000, FAX (609) 583-4206.**

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-23 **(5/17/79)**

## ERIN: Early Recognition Intervention Network. A curriculum/assessment program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings. Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, programs for regular and special teachers, program coordinators, and parents.

**Description** The ERIN system is appropriate for children ages 2-7 and their parents. It is used in both special preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

When adopting, each teacher implements a program of observation and curriculum modification for children with special needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a 5-day Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The teaching adult makes materials and organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/ home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs. The child's Individual Education Program is implemented in large and small groups and individually.

**Contact** **Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.**

Developmental Funding: USOE BEH

JDRP No. 78-186 **(7/13/78)**
Recertified **(12/84)**

---

## Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children. A program to aid in the development of physical education and recreation components for all handicapped children pre K-12.

**Description** An evaluative, criterion-referenced physical education program that trains physical education and special education teachers in providing for the development and implementation of a high quality physical education/basic movement instruction for children with handicaps. The three focal areas of the program are assessment, writing IEPs, and remediation strategies. The project was developed to serve children with handicaps, but is equally adaptable to the child with no visible handicaps. Development is based upon sequentially developmental movement patterns. The IEP/PE Program is comprised of a set of three independent curriculum models. Awareness materials are available at no cost. Training is conducted at adopter site. All costs for services to be negotiated. No special facilities are required for the two-day training session. Materials average $60.00 per set.

Materials are designed to incorporate into the current curriculum or to be used independently; therefore, teacher training cost is reduced appreciatively. The model has been implemented in 17 states, training over 2,400 teachers.

**Contact** **Gay H. Clement, Field Training Coordinator; Center for Developmental Disabilities; University of South Carolina; Benson Building; Columbia, SC 29208. (803) 777-4465.**

Developmental Funding: Southeast Regional Resource Center

JDRP No. 81-41 **(12/15/81)**

## Modification of Children's Oral Language.

**A special program for training staff to work with students having language disabilities. Approved by JDRP for language-handicapped students, preschool to adult.**

**Description** The project uses the materials and instructional methods of the Monterey Language Program, which combines linguistic theory and behavioral technology. It is universal: appropriate for any individual with a language problem, regardless of the reason for that disability. The curriculum and program design include screening, placement, criterion testing, teaching procedures, branching, and data collection for record-keeping and evaluation. With the Monterey Language Program, a teacher can obtain accurate pre- and post-test measures of a student's progress in syntactical expression. The project helps language-deficient individuals acquire new skills in a brief period of time. It is individualized and performance-based. In addition to providing materials, the project provides teachers with an instructional strategy and assists them in becoming proficient in using the materials. Implementation of the project includes training, on-site supervision, refresher conferences, and data monitoring. Aides, parents, or other volunteers may be involved if desired. The language program works with children and adults defined as language-delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped. It serves non-English-speaking, bilingual, or second-language students where appropriate. It is particularly valuable in early childhood education, classes for the educable and trainable mentally retarded, and speech and language centers. It permits language remediation services to be expanded without increasing staff.

**Contact.** **George H. Stern; Monterey Learning Systems; P.O. Box 51590; Palo Alto, CA 94303. (415) 969-5450.**

Developmental Funding: USOE ESEA Title III JDRP No. 73-6 **(4/16/73)**

---

## PEECH: Programming for Early Education in the Classroom and at Home.

**An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process. Approved for children with mild to moderate disabilities ages three to five.**

**Description** The PEECH Project serves children with mild to moderate disabilities ages 3 to 5. The majority of children are identified through community-based screenings for all young children. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor, and social skills. Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, general knowledge and school readiness, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions. Families are involved through an extensive individualized program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents and their children.

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary services from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and a paraprofessional if other support staff is available in the community.

**Contact** **Merle B. Karnes, Director; PEECH; Department of Special Education; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign IL 61820-5598. (217) 333-4890.**

Developmental Funding: USOE SEP JDRP No. 75-74 **(11/10/75)**

## Precision Teaching Project.

**A precision teaching model designed to remediate and build basic skills through practice and drill, setting performance standards, continuous measurement, and data-based decisions. Approved by JDRP for all students, grades K-4.**

Precision
Teaching

**Description** The overall intent of the *Precision Teaching Project* has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing basic skills deficits. *Precision Teaching* procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

The costs to the adopter include: (1)Training Packets $15 per person, (2) Implementation Materials $375 per school (approximately).

In addition, the adopter is responsible for travel, lodging and per diem. There is also a negotiable training fee. An adoption commitment can be made by a—district, school, or classroom. Adopting units should include building or program administrators, support personnel (e.g., psychologist), and regular and/or special education teachers. Initial training requires two days and is available at project or adopter site. Awareness materials are available at no cost.

**Contact** **Ray Beck, Project Director; Precision Teaching Project; P.O. Box 1809; Longmont, CO 80502-18097. (303) 651-2829.**

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No.75-25 **(5/6/75)**
Recertified **(5/17/79)**

---

## Program for Children with Down Syndrome and Other Developmental Delays.

**Designed to accelerate and maintain developmental gains of Down Syndrome/developmentally delayed children.**

**Description** The program has 2 major components: systematic instruction, and services to parents. The systematic instruction process consists of 5 basic steps: assessment; establishing goals and objectives based on assessment; planning programs to meet goals and objectives; implementation of these programs in the daily schedule; and evaluation through daily data collection and assessment. The Classroom Assessment of Developmental Skills (CADS) is the assessment/ curriculum for the model. This developmental checklist is criterion-referenced and includes 5 skill areas: gross motor, fine motor, cognitive, communication, and social/self-help (birth to 8 years). Goals and objectives based on this instrument are identified in all skill areas for each pupil. There are 3 levels at which the model can be replicated: infant learning (birth to 18 months); preschool, including early (18 month to 3 years), intermediate, (3 to 4 years), and advanced (4 to 5 years); and kindergarten (5 to 6 years). The infant learning program is center based. Parents bring their children in for 1- to 2-hour weekly sessions, data are obtained to determine progress the infants are making towards objectives, and parents are provided with activities to implement at home during the daily routine. The preschool and kindergarten programs offer a balanced schedule of individual and large and small group instruction, and a variety of classroom activities planned to provide practice, transfer and generalization of skills. Parents and staff work together to maximize learning opportunities. At the preschool and kindergarten levels, parents continue to maintain a close working relationship with the program and receive training based on individual need.

**Contact** **Patricia Oelwein, Coordinator, Down Syndrome Program; CDMRC WJ-10; University of Washington; Seattle, WA 98195. (206) 685-3205.**

Developmental Funding: USOE BEH

JDRP No. 75-64b **(9/3/75)**

## Rutland Developmental Therapy Model. A community-based psychoeducational program that offers a developmental curriculum to severely emotionally disturbed or autistic children, their parents, and teachers.

**Description** *Developmental Therapy* is a therapeutic curriculum for social and emotional growth used in a special classroom setting with groups of 4 to 8 individuals or in the integrated classroom setting. On the assumption that disturbed, autistic, or other disabled children go through the same stages of development that normal youngsters do, but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. *Developmental Therapy* has thus established itself as a "growth model" rather than a "deficit model." The model is composed of 4 curriculum areas (behavior, communication, socialization, and preacademics) arranged in 5 developmental stages, each requiring different emphasis and techniques. Special services to parents are an integral part of the approach. *Developmental Therapy* also emphasizes concurrent placement with nondisabled children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive *Developmental Therapy* experiences. In response to P.L. 94-142, resources are available that emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers 4 types of technical assistance (information dissemination, program planning and design, training, and program evaluation). Project staff provide assessment of training needs, design an inservice instructional sequence, and implement the training program at the agency site with periodic visits.

**Contact** **Karen R.Davis, Proj. Dir.; National Technical Assistance Office; 125 Minor St.; Athens, GA 30606. (404) 549-3030 or 369-5689.**

Developmental Funding: USOE BEH JDRP No. 75-63 **(9/3/75)**

---

## Success. Four different instructional plans for a wide range of individuals to use to teach phonics and sight words.

**Description** *Project Success* provides four different phonics plans to increase instructional service time in teaching phonics and sight words to regular and remedial students in grades K-12 and adults. The plans include one-to-one, small-group, large-group , and a complete plan to train and supervise many tutors. The program can be managed by teachers, administrators, counselors, parents, or community organizations to provide instruction in 100 phonic skills and 220 sight words. Emphasis is given to sounding out words, recognizing sight words which cannot be sounded out, spelling words, comprehending what is read in stories and improving reading speed. The program has been taught by a wide range of individuals including peers in grades 6-12. A simple, standard lesson plan card is followed to complete the four pages of exercises which comprise each lesson. The materials are complete to teach. They include the Teacher's Guide (for one-to-one,, small and large group), the Instruction Book (92 lessons) covering 399 pages, the Progress Book (consumable record of performance) and the Coordinator/Supervisor Book (tutoring program plan).

The program is effective because it is a "direct instruction" program that provides explicit step-by-step directions, uses daily and monthly review, demonstrates and models new skills, emphasizes high rate of student responses and immediate corrections, provides independent student practice and requires students to be firm and automatic in use of new skills. Pre- and post-test measures of the success of learning disabled elementary students shows 4.2 month's gain for each month of instruction using the one-to-one plan with middle school tutors and 3.4 month's gain for each month of instruction using the small-group plan taught by aides. The program materials and instructions are complete no matter which plan is chosen. On-site training is not required, but is available if desired.

**Contact** **Ronald F. Smith, Director of Special Services; North Kitsap School District No. 400; 8998 N.E. West Kingston Road; Kingston, WA 98346. (206) 297-2969.**

Developmental Funding: USOE ESEA Title III JDRP No. 75-28 **(5/7/75)**

SIMS

## Systematic Instructional Management Strategies (SIMS). A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

**Audience** Approved by JDRP for disabled readers grades 1-12 needing basic coding skills, and for learning disabilities teachers serving that population. This program has also been used in other settings with special education groups.

**Description** A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling. The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

**Contact** **Lyle A. Baker, Director; Grants & Compliance; Minneapolis Public Schools; 807 N.E. Broadway; Minneapolis, MN 55413. (612) 627-2190.**

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-18 **(5/15/79)**

# SECTION P:

# Dissemination Processes*

** Improving Visual Arts Education P-1

** Teaching Geography: A Model For Action In Grades 4-12 P-2

** The National Faculty Teaching Project P-4

*Dissemination Process Projects* (DPPs) were first funded as pilot projects in 1987 to increase the depth and breath of the National Diffusion Network (NDN). These projects are the large-scale programs that provide information, instructional materials, and services about specific content areas, bodies of research, or fields of professional development to education services providers.

In order for DPPs to be eligible for dissemination grants, they must first receive approval by the Program Effectiveness Panel, just like the Developer/Demonstrators. However, sponsors of these projects do not necessarily seek validation of the various products, practices, or services, but rather, seek approval of their validation processes. The sponsors must make a convincing presentation that their abilities to select and disseminate projects, whether products or services, are as thorough and effective as the equivalent procedures used by the Program Effectiveness Panel and the NDN. Because of the stringent requirements, it is anticipated that the number of approved DPFs will remain quite small.

---

** Projects currently funded by the NDN

# Summary of Project Services

| | | | AWARENESS | | | | | | | | | | | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Dissem. Funds Available | | Costs to Potential Adopter | | | On Site Visitation Available | | Materials Available | | | | Staff Available | | Costs to Adopter | | | Certified Trainers Available | Training Time Required |
| Project | Goal* | Page | NDN | Other | Hon | Trav | Per Diem | Home Site | Adopt Site | Free Paper | Video | Film Strip | Other | Home Site | Adopt Site | Hon | Trav | Per Diem | State(s) | Day(s) |
| Improving Visual Arts Education | 3 | P-1 | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | | None | 3+ |
| Teaching Geography | 3 | P-2 | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | neg | | | Most States | 1 |
| National Faculty | 3 | P-4 | ✓ | | | | | | ✓ | ✓ | ✓ | | | | ✓ | | | | N/A | N/A |

* National Goals for Education—definitions for each goal can be found on pages 5-7.

BEST COPY AVAILABLE

# Improving Visual Arts Education.

IVAE
Improving
Visual Arts
Education

A National Diffusion
Network Project

**Audience** Approved by PEP for all elementary and secondary schools.

**Description** The Getty Center for Education in the Arts has created a process for institutionalizing discipline-based art education in school systems through a combination of staff development, curriculum implementation, and organizational change. Discipline-Based Art Education (DBAE) is an approach to art education which derives its content from four disciplines: art history, art production, art criticism and aesthetics.

DBAE is not an art curriculum. It is a process for implementing the DBAE philosophy within the unique context of a school system which has, or can adopt, an art curriculum compatible with DBAE theory. Staff development and curriculum implementation processes are used in conjunction with a school system's written, sequential curriculum to build cumulative knowledge, understandings, and skills in art. The processes which are disseminated through this program include: orientation to the role of art in general education and the principles of DBAE; intensive engagement with art; planning for staff development on a district-wide basis; technical assistance for curriculum implementation; leadership development; evaluation of programs; and renewal programs for teachers, principals, superintendents, and school board members.

The Getty Center program and process builds teams to implement district-wide art education programs. The eventual objective is for districts to commit themselves to sustaining a quality DBAE program which is self-sufficient (i.e., inservicing and support are maintained by the district itself). As a practical paradigm, the program uses staff development and support processes that are theory-based, research-tested, and verified by first-hand experiences with districts.

**Selection Process** Methods for evaluating programs which result from the Getty Center process began with the Center's use of evaluation as a standard operating procedure. A naturalistic evaluation by an experienced art educator is central to this process, as is an empirical quantitative study of program and process effects. External evaluators prepare reports which assess progress in meeting the goals of the program. Through these evaluations, the Getty Center has, over five years, adapted to the changing needs of school districts, evolving over time and extending the variety of models offered. Consulting sites exist which exemplify the application of DBAE in different situations.

**Delivery System** Elements of a delivery system in place include: the Five-Year District Implementation Model-procedures, materials, and processes developed and evaluated over five years of operation; a faculty of art educators, experienced school practitioners, and many consultants in the art disciplines throughout the country who have participated in these processes; publications of the Getty Center for Education in the Arts with information on DBAE; and a growing national literature on DBAE. The program encourages a team concept in which a team from a school district (including the superintendent, school board members, classroom teachers, principals, and assistant superintendents/curriculum directors, for example) is professionally prepared to bring the DBAE program to the school system and successfully implement it.

**Effectiveness** The Getty Center makes three claims for increased educational effectiveness as a result of DBAE processes: teachers will teach art more frequently, intensively, and thoroughly, with more organization; students will have a broader encounter with art and can display a variety of skills, knowledge, and understanding of art disciplines; and participating districts will have built infrastructures which enable them to maintain and support their own DBAE programs.

**Available Options** Projects will take two forms, short-term, lecture/workshops and multi-year district-wide implementation.

**Services** Awareness materials are available at no cost. Awareness presentations, training, and consultation are available with costs to be negotiated.

**Contact** **W. Dwaine Greer, Director; Improving Visual Arts Education; 1240 West San Lucas Drive; Tucson, AZ 85704. (602) 742-5953. Stevie Mack, Assistant Director; 3316 N. Chapel Ave.; Tucson, AZ 85716. (602) 323-6193.**

Developmental Funding: The Getty Center for Education in the Arts, Los Angeles, CA

PEP No. 88-16 **(8/28/88)**

## Teaching Geography: A Model For Action In Grades 4-12.

**A dissemination process project providing geography education skills and knowledge to teachers of grades 4-12.**

**Audience** Teachers in any discipline in which geography plays an important role; approved by JDRP for those teaching in grades 4-12.

**Description** *Teaching Geography: A Model For Action in Grades 4-12* is one of the National Geographic Society's (NGS) comprehensive efforts—embodied in its Geography Education Program—to enhance the status and effectiveness of geographic education nationwide. Teaching Geography's materials and services can be effectively utilized in any course in which geographic concepts and skills play a part–such as history, other social studies, science or literature.

The Teaching Geography Project's goal is to help teachers increase their competence and confidence in teaching geography. Through a combination of materials, inservice workshops, and other support mechanisms, teachers learn to view geography in a conceptual framework based on five fundamental themes and to develop the ability to present geography in this context to their students. Using this approach to learning geography, students can both understand the importance of basic geographic observation–facts about location and place—as well as the more complex analytical concepts of geography relating to human interaction and development of the Earth.

A major emphasis of the Teaching Geography Project is the sharing of content, lesson plans, and teaching strategies that illustrate these five geographic themes: location, place, human-environment interactions, movement, and regions. Among the resources to introduce teachers to geographic themes and to assist educators in developing more meaningful lesson plans are:

- a handbook for teachers and administrators
- inservice workshops
- additional professional development and informational services through the National Geographic Society's Geography Education Program, such as summer institutes in geography and other opportunities through Society-sponsored state geographic alliances (consortia of classroom teachers, professional geographers, and collegiate educators working to improve the teaching of geography).

The National Geographic Society also publishes a range of educational materials—maps, atlases, globes, books, films, videos, filmstrips, software, other innovative educational technologies—which teachers can use to support their geography teaching.

The National Geographic Society employs a number of institutional controls to ensure that its products and services meet high educational standards and adhere to widely accepted educational philosophies. NGS relies on an extensive network of consultants to keep the Society abreast of current educational practices and pertinent literature. NGS also applies controls such as reviews of literature, interviews with members of the target audience, on-site observations, and user surveys to verify the effectiveness and integrity of products and services. Teams of advisors, including academic geographers, experienced elementary and secondary school teachers, university education faculty members and education theorists, content curriculum specialists, instructional material specialists, and evaluators, assist in the development of the Teaching Geography Project.

**Delivery System** The Teaching Geography Project is delivered through a combination of materials, inservice instruction, and support mechanisms with both broad and specific applications. As part of a long-term, nationwide campaign by the National Geographic Society to enhance the status and effectiveness of geographic education, the Teaching Geography Project is coordinated with a number of other components of the NGS Geography Education Program. Teaching Geography workshop sessions use a basic framework of geography content and classroom-tested teaching strategies that can be tailored to the specific curricular needs of a state or school district. These are (typically) one-day workshops, combining short content presentations by professional geographers, with guided practice in hands-on teaching activity ideas by Teaching Geography teacher-consultants, who are exemplary graduates of NGS-sponsored geography institutes.

A key support service of the Teaching Geography Project is offered by access to NGS-sponsored state geographic alliances. These partnerships of classroom teachers, professional geographers, and other educators provide ongoing opportunities for instructors to contribute to the understanding of geography and how it is most effectively taught. Alliances maintain networking mechanisms—such as state newsletters—hold meetings and workshops intended to assist educators in enhancing their teaching of geography, develop teaching materials for use in state and local curricula, and conduct Geography Education Program-approved summer geography institutes. These intensive, multi-week institutes provide instruction in geography content, in proven teaching strategies, and in effective inservice presentation methods. Geographic alliances often take advocacy roles in the advancement of geographic education in state and local curricula. (In states where NGS-sponsored alliances do not yet exist, participants in Teaching Geography Project workshops are referred to geographers and teachers who are active in geographic-education enhancement efforts.)

**Effectiveness** Use of Teaching Geography Project materials and services leads to positive changes in teachers' understanding of geographic content, of strategies to teach geography, and to increased confidence in teachers' abilities to teach the subject. Preliminary evaluative results indicate that teachers who have been trained to use the core content, methods, and materials show a change in performance and attitude that should have a positive influence on geographic learning among students in the classroom. In post-activity evaluations on both pilot programs and geography institutes, teachers were found to be better prepared in their mastery of geographic content and effective teaching strategies, more enthusiastic about teaching geography, and more confident of themselves as teachers.

**Costs** Costs vary for the different components of the Teaching Geography Project. The handbook, *Directions in Geography: A Guide for Teachers,* costs $29.95, plus postage and handling. Most of the recommended teaching activities in the handbook can be carried out using standard, readily available classroom supplies. Other optional materials vary in cost. Teaching Geography workshop fees depend on the number of attendees and on cost-sharing arrangements with state facilitators. Access to NGS Geography Education Program informational services is free; membership in NGS-sponsored state summer institutes is competitive, and these institutes vary in their participation benefits and/or costs.

**Services** Teaching Geography Project awareness materials are available at no cost, as are Geography Education Program informational materials. Project staff or certified representatives are available to attend limited numbers of awareness conferences (costs to be negotiated). Teaching Geography workshop training is conducted at adopter sites (costs to be negotiated). NGS-sponsored geographic alliances offer additional inservice training opportunities, alliance teacher-generated, state-specific curriculum materials, networking mechanisms, and multi-week Summer Geography Institute training, conducted at various university sites across the country.

**Contact** **Charles E. Sterling, Teaching Geography Project Coordinator; Geography Education Program; National Geographic Society; 17th and M Street N.W.; Washington, DC 20036. (202) 775-6702.**

Developmental funding: National Geographic Society JDRP No. 87-14 **(5/15/87)**

## The National Faculty Teaching Project. A dissemination process project of discipline-based staff development for teachers in elementary and secondary schools.

**Audience** Approved by JDRP for all elementary and secondary schools.

**Description** The National Faculty's mission is to improve the teaching of the humanities, arts and sciences in elementary and secondary schools through a process of staff development by which school teachers and college professors work together on the disciplines they teach. The National Faculty builds an internal school structure to permit both the collaboration of the teachers with national scholars and scholars from nearby colleges and universities. Each project gives a school or district the chance to implement a systematic method for improving discipline-based instruction and to utilize the resources of the nation's only national faculty. This faculty—comprised of about 500 scholars and teachers from almost as many colleges and universities throughout the country—is a unique feature of the dissemination process.

The National Faculty disseminates both a philosophy and a process. Although each project is tailor-made for an individual school setting, a common pattern of activities is developed at each site. These activities include the identification of a core group of teachers that is fashioned into a collegial unit; development of a detailed project plan which is implemented over a period of time, ideally two or three years; a succession of two-day visits on site during the school year from college and university teachers who are members of the National Faculty; participation in summer institutes; sustained attention to subject matter and to the primary texts and concepts of specific disciplines; the collaboration with faculty from local colleges; and an emphasis on local ownership of the project by the teachers, with plans for continuing and expanding its impact. Although projects are managed by the National Faculty staff, over time they become self-generating and self-directed. They add to teachers' academic resources and cultivate a spirit of openness and professionalism.

**Selection Process** The process disseminated by the National Faculty has been selected using criteria developed over the last two decades. Through a process of trial and error the following criteria have evolved: projects are conducted on site; a project team is formed; a project plan is developed based on an assessment of the school's academic needs; a project usually lasts at least two years and includes a summer institute between the first and second years of implementation.

**Delivery System** A typical project framework involves a variety of inter-connected components which must be developed and monitored for the duration of the project. These include: initial contact; application and contract for planning; planning phase; project development and activities; and monitoring and evaluation.

**Effectiveness** National Faculty projects have been established in almost every education setting, including rural, urban, suburban, rich and poor, and for minorities of nearly every ethnic group. Because of the flexibility of the process and the extensive membership of the National Faculty, there is no limit to the number of projects which can be developed. The major accomplishment of the process has been its beneficial effect on teachers, resulting in multiple changes: changes in teachers' attitudes about teaching; changes in understanding the subjects they teach; changes in their professional relations with their colleagues; and changes in the institutional arrangements with which they work at school and through collaboration with nearby colleges. At the heart of this renewal process is a change in what teachers expect of intellectual inquiry, academic colloquy, and professional esteem, all of which leads to more effective teaching. All of these results have been documented in numerous qualitative evaluation studies conducted throughout the life of the National Faculty.

**Available Options** National Faculty projects cover all disciplines and can take the format of multi-year projects, a series of summer institutes, and collaboration between college or university faculty and teachers.

**Costs** Project costs are recurring, and vary greatly according to determined needs. A project may begin with several months of planning for as little as $10,000, which can lead to the development of a project of any size. A small project in a school district including 3 or 4 schools may cost $90,000 over two years. A larger project involving many schools may cost $600,000 over three years, with similarly distributed cost categories.

**Services** Awareness materials, including video, are available at no cost. All training services are available and costs are negotiable.

**Contact** **Mr. Robert Baird, Executive Associate, The National Faculty, 1676 Clifton Road, Atlanta, GA 30322. (404) 727-5788.**

Funding: National Endowment for the Humanities JDRP No. 87-19 **(5/15/87)**

# SECTION Q:

## Projects with Services No Longer Available

# APPROVED PROJECTS WITH LIMITED AVAILABILITY

The projects listed below were approved by the Joint Dissemination Riew Panel. They have performed exemplary work in improving education, but their availability is restricted or services are no longer available.

**ACIL**
*Mesa, AZ*
JDRP Approval: 10/4/76
JDRP Number: 74-96

**Added Dimensions**
*Lakewood, CO*
JDRP Approval: 5/15/75
JDRP Number: 75-46

**A.D.V.A.N.C.E.**
*Salem, NJ*
JDRP Approval: 6/15/83
JDRP Number: 83-43

**AIRS: Andover's Integrated Reading System**
*Andover, MA*
JDRP Approval: 4/1/85
JDRP Number: 74-25

**Akron Follow Through: Project Self (Selected Educational Learning Fundamentals)**
*Akron, OH*
JDRP Approval: 9/12/77
JDRP Number: 77-155

**Alphaphonics: Integrated Beginning Reading**
*San Francisco, CA*
JDRP Approval: 2/25/74
JDRP Number: 74-15
(see KITE in Section I)

**Alternative Learning Project**
*Providence, RI*
JDRP Approval: 6/6/74
JDRP Number: 74-86

**APEC: America's Possible Energy Choices**
*Rockford, IL*
JDRP Approval: 8/18/80
JDRP Number: 80-18

**Aprendemos En Dos Idiomas: Title VII Bilingual Program**
*Corpus Christi, TX*
JDRP Approval: 6/27/75
JDRP Number: 75-56

**Astra's magic Math**
*San Francisco, CA*
JDRP Approval: 1/24/84
JDRP Number: 83-54
(see KITE in Section I)

**Baptist Hill Kindergarten**
*Greenville, AL*
JDRP Approval: 10/18/74
JDRP Number: 74-102

**BASE: Bilingual Alternative for Secondary Education**
*Miami, FL*
JDRP Approval: 4/21/82
JDRP Number: 82-1

**BASIC: Basic Adaptable Skills for the Individual Child**
*Montevideo, MN*
JDRP Approval: 9/9/77
JDRP Number: 77-149

**BASIC–California Demonstration Program in Reading**
*San Francisco, CA*
JDRP Approval: 3/25/83
JDRP Number: 83-32

**BAsic SKills in Reading (BASK)**
*Manchester, NH*
JDRP Approval: 11/84
JDRP Number: 75-68

**Boulder Valley Public Schools Follow**
*Boulder, CO*
JDRP Approval: 4/22/81
JDRP Number: 77-156b
Recertified: (9/85)

**Calculator Math**
*Central Square, NY*
JDRP Approval: 3/28/83
JDRP Number: 83-36

**California Migrant Teacher Assistant Corps: California Mini-Corps**
*Oroville, CA*
JDRP Approval: 11/17/78
JDRP Number: 78-196

**CAM: Demonstration Evaluation Center**
*Hopkins, MN*
JDRP Approval: 3/15/85
JDRP Number: 81-31

**Cambridge Follow Through**
*Cambridge, MN*
JDRP Approval: 4/24/82
JDRP Number: 77-156f

**CARE: Correlating Art and Reading Essentials**
*Tallahassee, FL*
JDRP Approval: 1/20/82
JDRP Number: 81-49

**Career Assessment and Planning**
*Wyoming, MI*
JDRP Approval: 10/14/83
JDRP Number: 83-47

**Career Development Programs**
*Akron, OH*
JDRP Approval: 5/25/78
JDRP Number: 78-181

**Career Education Resource Center Program**
*Washington, D.C.*
JDRP Approval: 4/22/80
JDRP Number: 80-4

**Career Intern Program**
*Philadelphia, PA*
JDRP Approval: 6/1/66
JDRP Number: 77-119

**Career Planning Support System (CPSS)**
*Columbus, OH*
JDRP Approvial: 5/23/80
JDRP Number: 80-5

**Catch-Up**
*Newport Beach, CA*
JDRP Approval: 4/4/73
JDRP Number: 73-34

**CATCH-UP–KEEP UP**
*Tucson, AZ*
JDRP Approval: 12/16/74
JDRP Number: 74-120

**CDCC: Career Development Center**
*Coloma, MI*
JDRP Approval: 3/16/78
JDRP Number: 78-168

**Centralized Correspondence Study: Individualized Home Study**
*Juneau, AK*
JDRP Approval: 5/27/83
JDRP Number: 83-13

**C.E.N.T.$.**
**(Creative Economic Notions for Teachers and Students)**
*Columbia, SC*
JDRP Approval: 5/26/82
JDRP Number: 82-30

**Chance for Every Child**
*Warren, MI*
JDRP Approval: 7/1/76
JDRP Number: 76-89

**CHAPEL HILL Model**
*Chapel Hill, NC*
JDRP Approval: 2/8/83
JDRP Number: 75-73R

**CHAPTER I, ECIA PRESCHOOL**
*Bessemer, AL*
JDRP Approval: 4/4-5/73
JDRP Number: 73-26

**Chapter 1 Reading, Grades 2-6**
*Fort Dodge, IA*
JDRP Approval: 4/17/79
JDRP Number: 79-13

**Cherokee Follow Through**
*Cherokee, NC*
JDRP Approval: 2/13/81
JDRP Number: 80-50e

**CHILD**
*Geneseo, NY*
JDRP Approval: 4/9/73
JDRP Number: 73-23

**Child Development Center**
*Huntington Beach, CA*
JDRP Approval: 5/23/79
JDRP Number: 79-21

**Child-Parent Centers Program (CPC)**
*Chicago, IL*
JDRP Approval: 4/29/74
JDRP Number: 74-31

**Child Study Center (CSC)**
*St. Petersburg, FL*
JDRP Approval: 2/6/74
JDRP Number: 74-116

**Classmate 88 Mathematics Computational Skills Program**
*South Bend, IN*
JDRP Approval: 9/9/85
JDRP Number: 85-11

**Classroom Intervention**
*Seattle, WA*
JDRP Approval: 11/10/75
JDRP Number: 75-77

**Classroom Team Approach**
*Westminster, CO*
JDRP Approval: 12/16/74
JDRP Number: 74-122

**Clinch Powell Educational Cooperative**
*Tazewell, TN*
JDRP Approval: 2/25/77
JDRP Number: 77-108

**COAST: Cognitively Oriented Approach to Skills Teaching**
*Chipley, FL*
JDRP Approval: 2/4/81
JDRP Number: 77-123c

**Communication Arts and Science Training (CAST)**
*Union, NJ*
JDRP Approval: 12/5/80
JDRP Number: 80-34

**Communications Workshop (CWS)**
*Teaneck, NJ*
JDRP Approval: 6/5/78
JDRP Number: 78-191

**Community School 6 Bronx Follow Through**
*Bronx, NJ*
JDRP Approval: 4/15/81
JDRP Number: 77-102b

**Community School 77 Bronx**
*Bronx, NY*
JDRP Approval: 8/24/77
JDRP Number: 77-135

**Competency Based Program for Mathematics Mastery (CBPMM)**
*Pine Bluff, AK*
JDRP Approval: 3/8/83
JDRP Number: 83-16

**Comprehensive Foundation Studies Program for the High Risk Student**
*Charleston, SC*
JDRP Approval: 7/23/81
JDRP Number: 81-17

**Comprehensive Program for Handicapped Preschool Children and Their Families in Rural and Non-Urban Areas**
*Fargo, ND*
JDRP Approval: 11/7/79
JDRP Number: 79-35

**Comprehensive Training Program for Infant**
**and Young Cerebral Palsied Children**
*Wauwatosa, WI*
JDRP Approval: 9/3/75
JDRP Number: 75-62

**Computerized Pupil Attendance**
*Russell, KY*
JDRP Approval: 5/18/81
JDRP Number: 81-1

**Computer Literacy Project**
*Alma, AR*
JDRP Approval: 3/29/83
JDRP Number: 83-38

**Computeronics**
*Tallahassee, FL*
JDRP Approval: 12/23/80
JDRP Number: 80-39

**Confluence of Cultures**
*Alice, TX*
JDRP Approval: 6/27/75
JDRP Number: 75-56

**CONQUEST**
*E. St. Louis, IL*
JDRP Approval: 2/20/74
JDRP Number: 74-12

**Contract Learning for Educable Mentally Retarded Students**
*Grand Rapids, MI*
JDRP Approval: 1/21/75
JDRP Number: 75-11

**Corpus Christi Follow Through**
*Corpus Christi, TX*
JDRP Approval: 9/1/77
JDRP Number: 77-140

**CRAM: Compensatory Reading and Mathematics Program**
*Winchester, VA*
JDRP Approval: 5/23/79
JDRP Number: 79-16

**Cranston's Comprehensive Reading Program (CCRP)**
*Cranston, RI*
JDRP Approval: 6/2/82
JDRP Number: 82-28
Recertified: 5/86

**Criterion Reading Instruction Project (CRIP)**
*Linden, NJ*
JDRP Approval: 4/9/73
JDRP Number: 73-32

**Cross-Aged Structured Tutoring Program for Math**
*Boise, ID*
JDRP Approval: 3/17/83
JDRP Number: 83-20

**Cross-Aged Structured Tutoring Program for Reading**
*Boise, ID*
JDRP Approval: 3/17/83
JDRP Number: 83-20

**CUE: Computer Utilization in Education**
*Central Square, NY*
JDRP Approval: 3/28/83
JDRP Number: 83-36

**Curriculum/Modification Through Env. Studies**
*Jensen Beach, FL*
JDRP Approval: 12/18/75
JDRP Number: 75-78

**Dale Avenue Early Childhood Education Project**
*Cape May, NJ*
JDRP Approval: 4/16/73
JDRP Number: 73-13

**Dayton Direct Instruction Follow Through Project**
*Dayton, OH*
JDRP Approval: 8/24/77
JDRP Number: 77-132
Recertified: 2/85

**DEBT**
*Lubbock, TX*
JDRP Approval: 10/21/80
JDRP Number: 80-28

**Deficiency Skills Learning Lab**
*Seneca, SC*
JDRP Approval: 2/26/85
JDRP Number: 85-2

**DeKalb County Follow Through: A Direct Instructional Model**
*Smithville, TN*
JDRP Approval: 12/29/80
JDRP Number: 80-50a

**Des Moines Plan Project**
*Des Moines, IA*
JDRP Approval: 2/11/81
JDRP Number: 80-56

**Developing Models for Special Education (DMSE)**
*Monticello, FL*
JDRP Approval: 3/16/79
JDRP Number: 79-6

**Developmental Play (DP)**
*St. Petersburg, FL*
JDRP Approval: 12/6/74
JDRP Number: 74-116b

**Directory of Representative Work Education Program, 1972-73**
*Washington, D.C.*
JDRP Approval: 6/21/73
JDRP Number: 49

**Discovery**
*Red Oak, IA*
JDRP Approval: 3/15/78
JDRP Number: 78-121

**Discovery Through Reading**
*Clarkston, MI*
JDRP Approval: 10/23/74
JDRP Number: 74-112

**DPI**
*Long Beach, CA*
JDRP Approval: 5/19/82
JDRP Number: 80-20

**Duval Consumer Education Curriculum**
*Jacksonville, FL*
JDRP Approval: 4/14/81
JDRP Number: 80-44

**Early Childhood Education—All Day Kindergarten**
*Cincinnati, OH*
JDRP Approval: 2/26/74
JDRP Number: 74-16

**East St. Louis Follow Through**
*East St. Louis, IL*
JDRP Approval: 9/6/77
JDRP Number: 77-144

**ECOLogy: Environmental Career-Oriented Learning**
*Seattle, WA*
JDRP Approval: 12/18/75
JDRP Number: 75-80a

**ECOS: Training Institute**
*Yorktown Heights, NY*
JDRP Approval: 5/14/74
JDRP Number: 74-59

**Electric Company**
*Mt. Kisco, NY*
JDRP Approval: 4/29/74
JDRP Number: 74-23

**Elementary Metric Project**
*Bismarck, ND*
JDRP Approval: 3/16/78
JDRP Number: 78-162

**Elmira Follow Through Project**
*Elmira, NY*
JDRP Approval: 4/21/81
JDRP Number: 77-156d

**Emerge: The Shop**
*Dayton, OH*
JDRP Approval: 9/22/75
JDRP Number: 75-1

**Engineered Classroom Behaviorally Maladjusted**
*Papillion, NE*
JDRP Approval: 6/6/74
JDRP Number: 74-84

**Environment and Technology Project**
*Chicago, IL*
JDRP Approval: 6/5/78
JDRP Number: 78-190

**Equality**
*Seattle, WA*
JDRP Approval: 5/25/78
JDRP Number: 78-180

**ESSP**
*New Brunswick, NJ*
JDRP Approval: 5/14/74
JDRP Number: 74-56

**Ethical Issues in Decision Making**
*White Plains, NY*
JDRP Approval: 11/25/80
JDRP Number: 80-31

**Every Student Every Day**
*Morgan City, LA*
JDRP Approval: 11/27/78
JDRP Number: 78-198
Recertified (11/84)

**Experienced Based Career Education (EBCE)–Appalachia Education Laboratory**
*Charleston, WV*
JDRP Approval: 5/7/75
JDRP Number: 75-22

**Experience Based Career Education (EBCE)**
*Fond du Lac, WI*
JDRP Approval: 9/27/79
JDRP Number: 79-4

**Experienced Based Career Education (EBCE)—Far West Laboratory**
*Berkeley, CA*
JDRP Approval: 5/7/75
JDRP Number: 75-22

**Experience Based Career Education (EBCE) (NWREL)**
*Portland, OR*
JDRP Approval: 5/7/75
JDRP Number: 75-22

**Experience Based Career Education (EBCE) (RBS)**
*Philadelphia, PA*
JDRP Approval: 5/7/75
JDRP Number: 75-22

**Expressive Writing in School**
*Fairfax, CA*
JDRP Approval: 2/25/83
JDRP Number: 83-11

**Fail Save Continuum of Services for Learning Disabled Students**
*Albuquerque, NM*
JDRP Approved: 9/22/75
JDRP Number: 75-1

**FAR (Freshman Attrition Reduction)**
*Dover, DE*
JDRP Approval: 9/11/81
JDRP Number: 81-86

**FAST: Functional Analysis Systems Training**
*Essexville, MI*
JDRP Approval: 1/15/75
JDRP Number: 75-4

**FASTT, Family and School Teaching Together**
*Tallahassee, FL*
JDRP Approval: 11/19/81
JDRP Number: 81-38

**FEED: Facilitative Environment Encouraging Development**
*Bloomington, IN*
JDRP Approval: 7/11/80
JDRP Number: 80-12

**First Calculating and Reading Quest**
*Oglala, SD*
JDRP Approval: 4/4-5/73
JDRP Number: 73-27

**FIST: Functional In-Service Training**
*New Brunswick, NJ*
JDRP Approval: 7/18/89
JDRP Number: 83-35

**Flagstaff Remedial Reading Program (Title I)**
*Flagstaff, AZ*
JDRP Approval: 4/4-5/73
JDRP Number: 73-31

**Flippin Follow Through**
*Flippin, AR*
JDRP Approval: 12/29/80
JDRP Number: 80-50d

**FLIT: Functional Literacy**
*Alexandria, VA*
JDRP Approval: 3/25/74
JDRP Number: 74-22

**Florida Migratory Child Compensatory Program—Language Arts Tutorial Program**
*Tallahassee, FL*
JDRP Approval: 4/9/73
JDRP Number: 73-21

**Follow Through Nongraded Learning Model**
*New York, NY*
JDRP Approval: 10/17/80
JDRP Number: 80-27
**Follow Through-Portageville Unit**
*Portageville, MO*
JDRP Approval: 4/4-5/73
JDRP Number: 73-25a

**FREESTYLE**
*Downey, CA*
JDRP Approval: 7/11/80
JDRP Number: 80-10

**Futureprint**
*Ontario, CA*
JDRP Approval: 6/2/82
JDRP Number: 80-21

**GEMS: Goal-based Educational Management System**
*Sandy, UT*
JDRP Approval: 2/16/79
JDRP Number: 79-2

**Glassboro Right-To-Read Project**
*Glassboro, NJ*
JDRP Approval: 9/18/74
JDRP Number: 74-93

**Good Samaritan**
*Portland, OR*
JDRP Approval: 6/11/81
JDRP Number: 81-12

**Hawaii Basic Skills Remediation Project**
*Hilo, HI*
JDRP Approval: 10/18/74
JDRP Number: 74-108

**Hawaii English Program (HEP)**
*Honolulu, HI*
JDRP Approval: 4/29/74
JDRP Number: 74-21

**Hawaii Follow Through**
*Honolulu, HI*
JDRP Approval: 4/22/81
JDRP Number: 77-156c

**HEAR: Human Educational Awareness Resource**
*Princeton, NJ*
JDRP Approval: 5/31/78
JDRP number: 78-185

**HEP/Project ALOHA (Allowing Learners Optimum Human Attainment)**
*San Jose, CA*
JDRP Approval: 4/2-9/74
JDRP Number: 74-28

**HIT: High Intensity Tutoring**
*Highland Park, MI*
JDRP Approval: 1/8/74
JDRP Number: 74-9

**Home Base**
*Yakima, WA*
JDRP Approval: 1/21/75
JDRP Number: 75-10

**Home Start**
*Waterloo, IA*
JDRP Approval: 1/21/75
JDRP Number: 75-9

**Houston Bilingual Program**
*Houston, TX*
JDRP Approval: 6/24/75
JDRP Number: 75-52

**I-C-E**
**Instruction-Curriculum-Environment)**
*Green Bay, WI*
JDRP Approval: 5/14/75
JDRP Number: 75-39

**IDEA (A Program for Heading Imparied Infants)**
*Campbell, CA*
JDRP Approval: 5/14/75
JDRP Number: 75-44

**Improvement of Basic Reading Skills**
*Sylacauga, AL*
JDRP Approval: 10/18/74
JDRP Number: 74-109

**Improving Achievement**
*Logan, UT*
JDRP Approval: 2/25/75
JDRP Number: 75-110

**Indianapolis Follow Through Project**
*Indianapolis, IN*
JDRP Approval: 8/17/77
JDRP Number: 77-120

**Individualized Bilingual Instruction (IBI)**
*Pasco, WA*
JDRP Approval: 4/9/73
JDRP Number: 73-48

**Individualized Computer Assisted Remedial Reading Program (I CARE)**
*Schuylkill Haven, PA*
JDRP Approval: 5/19/82
JDRP Number: 82-24

**Individual Progress Program (IPP)**
*Seattle, WA*
JDRP Approval: 5/12/82
JDRP Number: 82-15

**INSTRUCT**
*Upper Arlington, OH*
JDRP Approval: 5/14/75
JDRP Number: 75-37

**Intensive Reading Improvement Program (IRIP)**
*Chicago, IL*
JDRP Approval: 4/29/74
JDRP Number: 74-27

**Interactive Curricular Experience**
*Panama City, FL*
JDRP Approval: 4/22/80
JDRP Number: 80-3

**IRIT: Intensive Reading Instructional Teams**
*Hartford, CT*
JDRP Approval: 2/20/74
JDRP Number: 74-11

**ISCOM**
*Miami, FL*
JDRP Approval: 3/14/83
JDRP Number: 81-19

**Jefferson County Adult Reading Program (JCARP)**
*Frankfort, KY*
JDRP Approval: 9/15/82
JDRP Number: 82-19

**Kansas City Follow Through Project**
*Kansas City, MO*
JDRP Approval: 8/22/77
JDRP Number: 77-130
Recertified (8/85)

**KARE**
*Erdenheim, PA*
JDRP Approval: 5/14/75
JDRP number: 75-40

**Law Education Goals and Learnings (LEGAL)**
*Miami, FL*
JDRP Approval: 8/18/80
JDRP Number: 80-19

**Learning Disabilities Early Identification and Intervention**
*New Orleans, LA*
JDRP Approval: 4/19/73
JDRP Number: 80-43

**Learning for Life**
*Boston, MA*
JDRP Approval: 12/23/80
JDRP number: 80-43

**Learning to Read by Reading**
*Jamestown, CA*
JDRP Approval: 4/29/74
JDRP Number: 74-37
Recertified 2-85

**Lee County Follow Through: Mathamagenic Activities Program (MAP)**
*Jonesville, VA*
JDRP Approval: 2/2/81
JDRP Number: 81-51d

**LEM: Learning Experience Module**
*Hackensack, NJ*
JDRP Approval: 4/9/73
JDRP Number: 73-40

**Lincoln County Exemplary Project in Career Education**
*Hamlin, WV*
JDRP Approval: 12/13/73
JDRP Number: 73-2

**Living Independence Training**
*Wheat Ridge, CO*
JDRP Approval: 1/24/84
JDRP Number: 84-53

**M$^2$C: Math Motivational Centers**
*Norwalk, CT*
JDRP Approval: 3/14/83
JDRP Number: 83-24

**Macomb O-3 Regional Project**
*Macomb, IL*
JDRP Approval: 6/17/80
JDRP Number: 80-8

**MATCH**
*Ontario, CA*
JDRP Approval: 3/16/78
JDRP Number: 78-167

**Math Laboratories for Disadvantaged Students**
*Honea Path, SC*
JDRP Approval: 7/13/76
JDRP Number: 76-

**Matteson Four-Dimensional Reading Program**
*Matteson, IL*
JDRP Approval: 2/25/77
JDRP Number: 77-109

**McCormick Follow Through: University of Georgia Model (UGA)**
*McCormick, SC*
JDRP Approval: 2/2/81
JDRP Number: 80-51c

**MECCA: Make Every Child Capable of Achieving**
*Meriden, CT*
JDRP Approval: 3/23/77
JDRP Number: 77-111

**Media Now**
*Red Oak, IA*
JDRP Approval: 5/13/75
JDRP Number: 75-34

**Medical Insurance: A Procedure for Instituting a Cost-Effective Program**
*Piscataway, NJ*
JDRP Approval: 9/3/80
JDRP Number: 80-14

**Merrimack Education Center CAI Project**
*Chelmsford, MA*
JDRP Approval: 6/2/82
JDRP Number: 82-34

**Metrics Made Easy**
*Huntington Beach, CA*
JDRP Approval: 7/11/79
JDRP Number: 79-31

**Micro-Math**
*San Francisco, CA*
JDRP Approval: 3/17/83
JDRP Number: 83-31

**Model Classrooms' Computerized Classroom Management System (CLASS)**
*Bellevue, WA*
JDRP Approval: 3/27/78
JDRP Number: 78-170

**Model Learning Disabilities System (MLDS)**
*University Park, PA*
JDRP Approval: 3/23/77
JDRP Number: 77-110

**Muscogee Health Project**
*Columbus, GA*
JDRP Approval: 11/19/81
JDRP Number: 81-32

**National Migrant Interstate Project**
*Little Rock, AR*
JDRP Approval: 4/9/73
JDRP Number: 73-24

**New Adventure in Learning: (NAIL)**
*Tallahassee, FL*
JDRP Approval: 5/23/74
JDRP Number: 74-71

**New Jersey Writing Project**
*Monmouth Junction, NJ*
JDRP Approval: 5/24/79
JDRP Number: 79-19

**Nichols Avenue Follow Through**
*Washington, D.C.*
JDRP Approval: 12/29/80
JDRP Number: 80-50c

**NOMAD: Needs and Objectives for Migrant Advancement and Development**
*Lawrence, MI*
JDRP Approval: 4/9/73
JDRP Number: 73-21a

**Northern Cheyenne Follow Through**
*Lame Deer, MT*
JDRP Approval: 9/9/77
JDRP Number: 77-151

**Northwest special Education (NWSE)**
*Columbus, ND*
JDRP Approval: 1/15/75
JDRP Number: 75-7

**Oakland Follow Through**
*Oakland, CA*
JDRP Approval: 9/8/77
JDRP Number: 77-150

**Occupational and Career Development**
*Marietta, GA*
JDRP Approval: 1/18/74
JDRP Number: 74-7

**Occupational Versatility (O.V.)**
*Bellingham, WA*
JDRP Approval: 4/17/73
JDRP Number: 73-12

**Opening the Doors**
*Princeton, NJ*
JDRP Approval: 12/9/80
JDRP Number: 80-36

**PA: Project Advocate—Northwestern Illinois Association**
*DeKalb, IL*
JDRP Approval: 7/23/75
JDRP Number: 75-61

**Packets to Assist Literacy**
*Chipley, FL*
JDRP Approval: 12/18/81
JDRP Number: 81-43

**PAL: Public Advancing In Learning**
*Denver, CO*
JDRP Approval: 4/4-5/73
JDRP Number: 73-33

**Parent-Child Early Education Program (Saturday School)**
*Florissant, MO*
JDRP Approval: 5/23/74
JDRP Number: 74-47

**Parents Readiness Education Project (PREP)**
*Redford, MI*
JDRP Approval: 5/9/74
JDRP Number: 74-51

**PECP**
*Vienna, WV*
JDRP Approval: 9/26/79
JDRP Number: 79-37

**PEGASUS: Personalized Educational Growth and Achivement with Selective Utilization of Staff**
*Princeton, IL*
JDRP Approval:
JDRP Number: 1

**PEGASUS-PACE**
*Tuscaloosa, AL*
JDRP Approval: 4/29/82
JDRP Number: 82-16

**PEOPEL: Physical Education Opportunity Program for Exceptional-Handicapped Learners**
*Phoenix, AZ*
JDRP Approval: 3/28/79
JDRP Number: 79-10

**Peoria 0-3 Project**
*Peoria, IL*
JDRP Approval: 2/15/79
JDRP Number: 79-1

**Philadelphia Follow Through (BARC)**
*Philadelphia, PA*
JDRP Approval: 9/1/77
JDRP Number: 77-143

**Pickens County Follow Through**
*Jasper, GA*
JDRP Approval: 2/2/81
JDRP Number: 80-51b

**Pilot Project for Articulatory Disordered Children**
*Burlington, IA*
JDRP Approval: 12/6/74
JDRP Number: 74-117

**Plattsburgh Follow Through**
*Plattsburgh, NY*
JDRP Approval: 2/4/81
JDRP Number: 77-154b

**Pocatello Follow Through: (MAP)**
*Pocatello, ID*
JDRP Approval: 2/2/81
JDRP Number: 80-51a

**Posen-Robbins Career Awareness Series In Early Childhood**
*Chicago, IL*
JDRP Approval: 10/14/83
JDRP Number: 83-49

**Positive Alternatives to Student Suspensions (PASS)**
*Clearwater, FL*
JDRP Approval: 12/6/74
JDRP Number: 74-116a

**Pre-Algebra Development Centers**
*Chicago, IL*
JDRP Approval: 5/13/75
JDRP Number: 75-33

**Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children**
*Fargo, ND*
JDRP Approval: 2/25/75
JDRP Number: 75-12

**PRIDE**
*Yeadon, PA*
JDRP Approval: 9/12/79
JDRP Number: 79-20

**PRIOR**
*Fort Collins, CO*
JDRP Approval: 5/30/79
JDRP Number: 79-24

**Program for Early Education of Children with Handicaps**
*Wichita Falls, TX*
JDRP Approval: 7/10/79
JDRP Number: 79-30

**Project 50/50**
*North Oxford, MA*
JDRP Approval: 3/26/84
JDRP Number: 84-13

**Project for the Severely Handicapped Child**
*Miami, FL*
JDRP Approval: 12/4/79
JDRP Number: 79-29

**Project Management Basic Principles and Techniques**
*Pine Hill, NJ*
JDRP Approval: 5/14/75
JDRP Number: 75-44

**Proviso Reading Model**
*Maywood, IL*
JDRP Approval: 6/17/80
JDRP Number: 80-9

**Psychomotor Learnings for Academic Yields (PLAY)**
*Bristol, VA*
JDRP Approval: 4/22/80
JDRP Number: 79-38

**Public School 33 Manhattan Follow Through**
*New York, NY*
JDRP Approval: 2/4/81
JDRP Number: 80-48

**Public School 92 Manhattan Follow Through**
*New York, NY*
JDRP Approval: 2/4/81
JDRP Number: 77-123b

**Public Schools of Choice: High School in the Community (HSC)**
New Haven, CT
JDRP Approval: 5/15/75
JDRP Number: 75-45

**Pupil Transportation: A Procedure for Co-operative Purchase of Special Education Services**
*Piscataway, NJ*
JDRP Approval: 9/3/80
JDRP Number: 80-15

**R-3: Readiness, Relevancy and Reinforcement**
*San Jose, CA*
JDRP Approval: 2/20/74
JDRP Number: 74-13

**RAM: Reading and Micro-Management**
*Bakersfield, CA*
JDRP Approval: 3/29/83
JDRP Number: 83-39

**Randolph County Follow Through**
*Elkins, WV*
JDRP Approval: 3/2/81
JDRP Number: 81-149b

**READ**
*Pittsburgh, PA*
JDRP Approval: 4/29/74
JDRP Number: 74-30

**Reading Achievement Program (RAP)**
*Chester, PA*
JDRP Approval: 10/21/81
JDRP Number: 81-28

**Reading/English Rotation Project**
*Thomson, GA*
JDRP Approval: 4/5/73
JDRP Number: 73-45

**Reading Improvement**
*Burgaw, NC*
JDRP Approval: 10/18/74
JDRP Number: 74-103

**Reading Improvement Program—Secondary Schools Reading Laboratory**
*Parkerburg, WV*
JDRP Approval: 7/1/76
JDRP Number: 76-84

**Reading-Individualized Remedial Laboratories/Math**
*Albany, GA*
JDRP Approval: 10/18/74
JDRP Number: 74-107

**REAL: A program providing comprehensive services for low income children and their families**
*Lebanon, NH*
JDRP Approval: 9/12/77
JDRP Number: 77-154

**Re-Ed School of Kentucky**
*Louisville, KY*
JDRP Approval: 4/9/73
JDRP Number: 73-39

**Research Exchange for Computerized Individualized Programs of Education (RECIPE)**
*Sarasota, FL*
JDRP Approval: 3/4/83
JDRP Number: 83-10

**Richmond Follow Through**
*Richmond, VA*
JDRP Approval:
JDRP Number: 77-146

**Right To Read: Wilson Jr. High School**
*San Diego, CA*
JDRP Approval: 3/25/74
JDRP Number: 74-21

**RIPPS**
*Portsmouth, RI*
JDRP Approval: 12/16/74
JDRP Number: 74-124

**Rose F. Kennedy Center**
*Bronx, NY*
JDRP Approval: 3/25/82
JDRP Number: 82-3

**San Diego City Schools Follow Through**
*San Diego, CA*
JDRP Approval: 2/13/81
JDRP Number: 81-50g
Recertified (6/85)

**San Jose Nutrition Education Project (SJNEP)–Nutrition Through Science**
*San Jose, CA*
JDRP Approval: 2/17/82
JDRP Number: 82-3
Recertified: 9/85

**SCAT**
*Kissimmee, FL*
JDRP Approval: 12/23/80
JDRP Number: 80-45

**School Volunteer Development Project**
*Miami, FL*
JDRP Approval: 12/18/75
JDRP Number: 75-79

**SCORE**
*South San Francisco, CA*
JDRP Approval: 12/22/80
JDRP Number: 80-42

**SDR: Systems Directed Reading**
*Richardson, TX*
JDRP Approval: 6/6/74
JDRP Number: 74-83

**SEAPORT: Student Education Assuring Positive Organized Reading Techniques**
*Newport, RI*
JDRP Approval: 4/9/73
JDRP Number: 73-29

**Search and Teach**
*New York, NY*
JDRP Approval: 9/12/79
JDRP Number: 79-33

**Secondary Credit Exchange Program**
*Sunnyside, WA*
JDRP Approval: 4/17/77
JDRP Number: 77-113

**Senior Elective Program**
*Rumsson, New Jersey*
JDRP Approval: 9/18/74
JDRP Number: 74-91

**Sequential Physical Education Reform: The M-5 Project**
*Marion, NC*
JDRP Approval: 5/13/78
JDRP Number: 78-172

**SHARE Project**
*Tucson, AZ*
JDRP Approval: 5/12/75
JDRP Number: 75-31

**SIGMA: System for Individually Guiding Mastery Attainment**
*San Diego, CA*
JDRP Approval: 5/8/79
JDRP Number: 79-17

**Slice of Life**
*Sunnyvale, CA*
JDRP Approval: 10/21/83
JDRP Number: 83-46

**SMART (Success in Mathematics Through A Rural Reading Techniques)**
*Daytona Beach, FL*
JDRP Approval: 12/6/74
JDRP Number: 74-90

**South Douglas County Early Childhood Education Project**
Myrtle Creek, OR
JDRP Approval: 4/29/75
JDRP Number: 75-113

**Special Education Preschool Program**
*Minneapolis, MN*
JDRP Approval: 9/3/75
JDRP Number: 75-65

**St. John Valley Bilingual Educaiton Program**
*Madawaska, ME*
JDRP Approval: 6/24/75
JDRP Number: 75-54

**St. Paul Open School**
*St. Paul, MN*
JDRP Approval: 6/6/74
JDRP Number: 74-85

**Strategies In Early Childhood Education**
*Oshkosh, WI*
JDRP Approval: 5/29/74
JDRP Number: 74-75

**STAY: School To Aid Youth**
*Moore, OK*
JDRP Approval: 4/9/73
JDRP Number: 73-43

**Success Environment**
*Atlanta, GA*
JDRP Approval: 4/4-5/73
JDRP Number: 73-5

**Success for the SLD Child**
*Wayne, NE*
JDRP Approval: 4/9/73
JDRP Number: 73-14

**Talent Development**
*Miami, FL*
JDRP Approval: 9/22/75
JDRP Number: 75-70

**Team Oriented Corrective Reading (TOCR)**
*Wichita, KA*
JDRP Approval: 4/4-5/73
JDRP Number: 73-28

**Title I Remedial Reading Program**
*Fort Lauderdale, FL*
JDRP Approval: 8/21/74
JDRP Number: 74-89

**Topeka Outdoor-Environmental Educaiton Project**
*Topeka, KS*
JDRP Approval: 5/6/75
JDRP Number: 75-15

**Training for Turnabout Volunteers**
*Miami, FL*
JDRP Approval: 6/2/81
JDRP Number: 81-11

**Trenton Follow Through**
*Trenton, NJ*
JDRP Approval: 8/26/77
JDRP Number: 77-139

**Tulare Follow Through**
*Tulare, CA*
JDRP Approval: 8/19/77
JDRP Number: 77-127

**UCLA Allied Health Professions Publication**
*Los Angeles, CA*
JDRP Approval: 12/13/73
JDRP Number: 73-1

**Understand**
*Arlington, MA*
JDRP Approval: 12/16/74
JDRP Number: 74-121

**Upstairs School**
*Portland, OR*
JDRP Approval: 4/4-5/73
JDRP Number: 73-30

**Urban Arts Program**
*Minneapolis, MN*
JDRP Approval: 5/7/75
JDRP Number: 75-27

**U-SAIL: Utah System Approach to Individualized Learning**
*Salt Lake City, UT*
JDRP Approval: 10/4/76
JDRP Number: 76-95
Recertified: 9/84

**Uvalde Follow Through**
*Uvalde, TX*
JDRP Approval: 2/13/81
JDRP Number: 81-50i

**Vermont Children's Special Services Project**
*Montpelier, VT*
JDRP Approval: 5/18/83
JDRP Number: 83-50

**Waterloo**
*Waterloo, IA*
JDRP Approval: 9/6/77
JDRP Number: 77-148

**Waukegan Effective Schools Approach**
*Waukegan, IL*
JDRP Approval: 8/19/77
JDRP Number: 77-126

**Wayne Career Education Program**
*Wayne, NJ*
JDRP Approval: 10/21/83
JDRP Number: 83-48

**Weeksville School/Bank Street College Follow Through**
*Brooklyn, NY*
JDRP Approval: 9/12/77
JDRP Number: 77-156

**Weslaco Reading/Language Arts**
*Weslaco, TX*
JDRP Approval: 5/17/83
JDRP Number: 83-2

**West Hills Follow Through**
*New Haven, CT*
JDRP Approval: 4/24/81
JDRP Number: 77-156g

**Williamsburg County Follow Through**
*Kingstree, SC*
JDRP Approval: 12/19/80
JDRP Number: 80-50b

**WWAS: Women in World Area Studies**
*St. Louis Park, MN*
JDRP Approval: 12/22/80
JDRP Number: 80-40

# SECTION R:

# Indices

I Exemplary Projects by State Index . . . . . . . R-1
II Eric Descriptor Index . . . . . . . . . . . . . . . .R-11
II Exemplary Projects Alphabetical . . . . . . . . .R-27

# INDEX I

## EXEMPLARY PROJECTS by State

### ALABAMA

Talents Unlimited, Mobile J-12

### ARIZONA

Center for Educational Development/Career Guidance Project, Tucson H-5
Chapter I H.O.T.S.: Higher Order Thinking Skills, Tucson F-1
Conceptually Oriented Mathematics Program (COMP), Mesa E-8
Improving Visual Arts Education, Tucson P-1

### ARKANSAS

CAP: Boston Mountains Educational Cooperative's Career Awareness Program, Greenland H-5
Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER), Little Rock C-9

### CALIFORNIA

Books And Beyond, Solana Beach G-1
Careerways 2000, Los Angeles H-2
CERES: Career Education Responsive to Every Student, Ceres H-3
Child Development Project, San Ramon J-3
Comprehensive Adult Student Assessment System (CASAS), San Diego A-2
Cupertino Concept: Computer Literacy and Beyond Program, Cupertino J-14
Decision Making Math (DMM), San Francisco E-2
GeoGram Project (The), Los Angeles N-2
IMPACT: Improve Minimal Proficiency by Activating Critical Thinking, Huntington Beach F-4
KITE: Kindergarten Integrated Thematic Experiences, South San Francisco I-1
Life Lab Science Program, Santa Cruz M-8
Modification of Children's Oral Language, Palo Alto O-12
Past Is Prologue, San Anselmo J-8
Physics—Teach To Learn, Los Angeles M-12
Project Polar Regions, Los Angeles N-6
Scholars-In-Schools (SIS), Berkeley J-10
Sci-Math, San Francisco M-15
Stanford Adolescent Heart Curriculum, Palo Alto K-8
Stones and Bones, Van Nuys M-19

## COLORADO

Community Approach to Year Round Education (C.A.Y.R.E.), Aurora C-7
Comprehensive School Mathematics Program (CSMP), Aurora E-1
Conservation for Children, Longmont M-17
Intercept, Project, Denver L-6
Investigating and Evaluating Environmental Issues and Actions, Longmont M-6
JEFFCO Middle School Life Science Program, Golden M-7
KIDS KITS (Kids Interest Discovery Studies KITS), Golden J-7
SAGE, Longmont J-15

## COLORADO (Cont.)

Precision Teaching Project, Longmont O-13
Preparing Instructional Teams To Teach Effective Citizenship Education, Boulder N-5
Science-Technology-Society: Preparing For Tomorrow's World, Longmont M-18
STAMM: Systematic Teaching and Measuring Mathematics, Golden E-11
TALK: Teaching Activities for Language Knowledge, Longmont D-6

## CONNECTICUT

Public and Private School Collaboration, Wallingford C-4

## DISTRICT OF COLUMBIA

Folger Library Shakespeare Education and Festivals, Washington D-3
National External Diploma Program (EDP), Washington A-4
Resident Supervisory Support For Teachers (RSST), Washington B-4
Teaching Geography: A Model For Action In Grades 4-12, Washington P-2

## FLORIDA

Early Childhood Preventive Curriculum (ECPC), Miami F-8

## GEORGIA

Adventure, Covington N-8
Every Child a Winner with Physical Education, Ocilla K-4
National Teaching Project, Atlanta (The) P-4
Program for School Improvement-PSI (The), Athens B-2
Rutland Developmental Therapy Model, Athens O-14

## HAWAII

Foundational Approaches in Science Teaching, Honolulu M-17

## IDAHO

Reading Education Accountability Design: Secondary (READ:S), Coeur d'Alene G-6

## ILLINOIS

CAMEL (Calculator Assisted Mathematics for Everyday Living), Metropolis E-8
Early Prevention of School Failure (EPSF), Peotone I-6
Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children, Peotone C-8
Geology Is, O'Fallan M-3
Hinsdale Central Foreign Language Program (The), Hinsdale D-4
MARRS: Mainstream Amplification Resource Room Study, Norris City O-5
On The Way to SUCCESS in Reading and Writing with Early Prevention of School Failure, Peotone I-2
PEECH: Programming for Early Education in the Classroom and at Home, Champaign 0-12
Rural Schools Reading Project (RSRP), Oakbrook G-9
Starwalk, Peoria M-18

## INDIANA

Computer-Assisted-Diagnostic-Perscriptive Program (CADPP) in Reading and Mathematics, Merrillville F-3

## IOWA

PRISMS: Physics Resources and Instructional Strategies for Motivating Students, Cedar Falls M-13
Success Understanding Mathematics (SUM), Des Moines E-7

## KANSAS

College Studies for the Gifted (CSG), Hays J-5
Diversified Educational Experiences Program (DEEP), Wichita C-7

## KENTUCKY

Discovery, Project, Frankfort H-6

## LOUISIANA

Title I Mathematics Computer Assisted Instruction (CAI), Lafayette E-12

## MARYLAND

Cooperative Integrated Reading and Composition (CIRC) - Reading, Baltimore G-3
Hands-On Elementary Science, Hampstead M-4
Student Team Learning (STL), Baltimore F-12
Team Accelerated Instruction: (TAI) Mathematics, Baltimore E-11

## MASSACHUSETTS

CASPAR (Cambridge and Somerville Program for Alcoholism and Drug Abuse Rehabilitation) Alcohol and Drug Education Program, Somerville K-2
COFFEE (COoperative Federation For Educational Experiences), Oxford J-4
Enriching The Curriculum (ETC), Brookline F-9
ERIN: Early Recognition Intervention Network, Dedham O-11
Facing History and Ourselves: Holocaust and Human Behavior, Brookline N-1
Learning To Learn: Improving Academic Performance Across the Curriculum, Cambridge J-15
QUILL: Writing with Computers, Andover D-7

## MICHIGAN

Academically Talented Youth Program (ATYP) Mathematics, Kalamazoo J-1
High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*), Ypsilanti I-7
Life Unworthy of Life, Farmington Hills N-4

## MINNESOTA

Family Oriented Structured Preschool Activity ("Seton Hall" Program), St. Cloud I-6
Focus Dissemination Project, South St. Paul C-8
Religion In Human Culture (RIHC), Minneapolis N-10
Reading and Content Area Resource Center (ReCaRe), West St. Paul G-11
Reading Power in the Content Areas (RP), Minneapolis G-7
Study Skills Across the Curriculum, West St. Paul F-7
Systematic Instructional Management Strategies (SIMS), Minneapolis O-15

## MISSISSIPPI

Gulfport Follow Through: University of Georgia Model (UGA), Gulfport F-10
Leflore County (Mississippi) Follow Through Project, Greenwood F-12

## MISSOURI

DeLaSalle Model, Kansas City C-2
Ferguson-Florissant Writers Project, Florissant D-1
Parents As Teachers, St. Louis I-3
Supplemental Instruction (SI), Kansas City C-5

## MONTANA

Content Reading Including Study Stystems (CRISS), Kalispell G-2
Diagnostic Prescriptive Arthimetic (DPA), Helena E-9
Physical Management, Billings K-11

## NEBRASKA

Administrative Cooperative in Education, Columbus B-4

## NEW HAMPSHIRE

FISHBANKS, LTD., Durham M-1

## NEW JERSEY

CLIMB: Coordinated Learning Integration-Middlesex Basics, Middlesex F-2
Elsmere Project, Sewell O-10
Individualized Language Arts: Diagnosis, Prescription and Evaluation, Weehawken D-7
Institute for Creative Education (ICE), Sewell J-14
Institute for Political and Legal Education (IPLE), Sewell N-9
New Jersey Youth Corps, Trenton A-3
Perception+, Sewell I-8
Philosophy for Children, Upper Montclair J-9
Read-Write, Summit F-6
Social Decision Making and Problem Solving, Pisscataway K-7
TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies, Sewell B-5
Utilizing Computers In Teaching Secondary Mathematics, Sewell J-13
WR.I.T.&E.: WRiting Is Thorough and Efficient, Sewell D-8

## NEW MEXICO

East Las Vegas Follow Through, Las Vegas F-8

## NEW YORK

Academy of Finance, New York H-1
BES Adult Literacy Project, Bronx, A-1
City-As-School (CAS), New York C-1
Growing Healthy, New York K-5
Impact II, New York L-1
Interdependent Learning Model (ILM), New York F-11
IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading), Union Springs G-10
Know Your Body-KYB (The), School Health Promotion Program, New York K-6
Learning To Read Through The Arts Program, New York G-5
LEGAL (Law Related Education: Goals for American Leadership), Syracuse N-10
Mother-Child Home Program (MCHP) of the Verbal Interaction Project, Wantagh I-7
Outcomes—Driven Developmental Model (ODDM), Johnson City F-5
Pablo Python Looks At Animals, Bronx M-11
Regional Program for Preschool Handicapped Children, Yorktown Heights O-6
Sharing Successful Programs, Albany B-3
SITE: Successful Inservice through Turnkey Education, Staten Island L-4
Sound Foundations, Glen Head E-6
TV Reading and Communication, Mount Vernon G-12
WIZE: Wildlife Inquiry through Zoo Education, Module II/Survival Strategies, Bronx M-16

## NORTH CAROLINA

Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition), Asheville K-9
Goldsboro City Follow Through: University of Georgia Model-UGA (formerly *RECEP*), Goldsboro F-10
Ombudsman, Charlotte K-10
ZOO: Zoo Opportunities Outreach, Burlington M-19

## OHIO

Graduation, Reality, and Dual-Role Skills (GRADS), Columbus C-3
Reading Recovery, Columbus G-8

## OKLAHOMA

ADAPT Project, Cushing O-2
"Go Metric": A Supplemental Low-Cost Metric Curriculum, Tulsa E-9

## OREGON

Systems Approach to Individualized Instruction (SAII), Grants Pass F-13
Systematic Screening for Behavior Disorders (SSBD), Eugene O-8
Teaching Research Inservice Model, Monmouth L-5
Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*), Monmouth O-9

## PENNSYLVANIA

COPE: Cognitively Oriented Pre-Primary Experience, Devon I-5
First Level Language (Kindersay), Devon D-2
First Level Mathematics (Kindermath), Devon E-4
Mathematics Achievement Program (MAP), Chester E-10
RAMPS (Relationships in Mathematics and Physical Science), Devon M-14
Reading Improvement by Teaching Effectively (R.I.T.E.), Pheonixville G-12

## RHODE ISLAND

History Theatre of Ideas (HIT), Providence N-3
Individualized Prescriptive Arithmetic Skills System (IPASS), Pawtucket E-5

## SOUTH CAROLINA

Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children, Columbia O-11

## TENNESSEE

Classroom Organization and Management Project, Nashville B-1
Inservice, Project (A Positive Attitude Toward Learning), Knoxville L-2

# TEXAS

Adult Performance Level Project (APL), Austin A-4

Effective Use Of Time (formerly the Process of *Teaching Basic Reading Skills in Secondary Schools*), Houston L-6

Informal Science Study (IfSS), Houston M-5

Law in a Changing Society (LCS), Austin N-9

Learning to Teach in Inner-City and Diverse Populations (LTICS), Houston L-3

Mechanical Universe *High School Adaption*, Irving M-10

Profile Approach to Writing, College Station D-5

Simu-School, Dallas B-5

Valued Youth Program, San Antonio, C-6

# UTAH

CATS (Critical Analysis and Thinking Skills), Salt Lake City J-2

Effective Videodisc Instruction in Core Mathematics Concepts, Logan E-3

Exemplary Center for Reading Instruction (ECRI), Salt Lake City G-4

INSITE Model, Logan O-3

Keyboarding, Reading, Spelling - KRS (formerly *Basic Literacy Through Microcomputers*), Salt Lake City J-6

MAPPS: Multi-Agency Project for Pre-Schoolers, Logan O-4

Programmed Tutorial Reading (PTR), Farmington G-11

# UTAH

SKI*HI Outreach, Logan O-7

# VIRGINIA

Achievement-Based Curriculum - Project I Can, Charlottesville O-1

## WASHINGTON

ACTIVE: All Children Totally InVolved in Exercising, Woodinville O-10
Athletic Health Care System, Seattle K-1
CHOICE, Seattle K-3
Communication Program, Everett I-5
Economic Literacy, Bellevue N-8
Flint Follow Through: The School Effectiveness Model, Seattle F-9
FOR SEA: Investigating Marine Science (Grades 1-6), Poulsbo M-2
Have a Healthy Heart (HHH), Bellevue K-9
HOSTS Math: Help One Student To Succeed, Vancouver E-10
HOSTS Reading: Help One Student To Succeed, Vancouver G-10
Learncycle: Responsive Teaching, Seattle L-7
Marine Science Project: FOR SEA (Grades 7-12), Poulsbo M-9
Pierce County Vocational/Special Education Cooperative , Tacoma H-4
Program for Children with Down Syndrome and Other Developmental Delays, Bellevue O-13
REACH: Respecting Our Ethnic And Cultural Heritage, Arlington N-7
Success, Kingston O-14
Success Enrichment, Seattle J-11

## WISCONSIN

Kenosha Model: Academic Improvement Through Language Experience,Kenosha F-11
Me-Me Drug & Alcohol Prevention Education Program, Appleton K-10
Portage Project, Portage I-4

# INDEX II

# ERIC DESCRIPTOR INDEX

To help readers locate NDN programs for a given content or problem area, selected ERIC descriptors have been assigned to all active programs described in the catalog. To make the index easy to use, only basic program features and special target audiences have been included.

## ADMINISTRATION

Comprehensive Adult Student Assessment System (CASAS) A-2
Outcomes—Driven Developmental Model (ODDM) F-5
Pierce County Vocational/Special Education Cooperative H-4
Program for School Improvement-PSI (The) B-2
Resident Supervisory Support For Teachers (RSST) B-4
Sharing Successful Programs B-3
Simu-School B-5
*See Also:*
*Financial Services*
*Program Administration*
*School Districts*

## ADULT EDUCATION

ACTIVE: All Children Totally InVolved in Exercising O-10
Adult Performance Level Program (APL) A-4
BES Adult Literacy Project A-1
Comprehensive Adult Student Assessment System (CASAS) A-2
Learning To Learn: Improving Academic Performance Across the Curriculum J-15
Modification of Children's Oral Language O-12
National External Diploma Program (EDP) A-4

## ALTERNATIVES

*See Nontraditional Education*

## ANTHROPOLOGY

Stones and Bones M-19

## ARITHMETIC

CAMEL (Calculator Assisted Mathematics for Everyday Living) E-8
Comprehensive School Mathematics Program (CSMP) E-1
Conceptually Oriented Mathematics Program (COMP) E-8
Diagnostic Prescriptive Arithmetic (DPA) E-9
First Level Mathematics (Kindermath) E-4
Flint Follow Through: The School Effectiveness Model F-9
Individualized Prescriptive Arithmetic Skills System (IPASS) E-5
STAMM: Systematic Teaching And Measuring Mathematics E-11
Success Understanding Mathematics (SUM) E-7
Systems Approcah to Individualized Instruction (SAII) F-13

## ART

High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7
Improving Visual Arts Education P-1
KITE: Kindergarten Integrated Thematic Experiences I-1
Learning To Read Through The Arts Program G-5
Success Enrichment J-11

## AURALLY HANDICAPPED

*See Hearing Impairments*

## AUTISM

Rutland Developmental Therapy Model O-14

Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*) O-9

## BASIC SKILLS

BES Adult Literacy Project A-1

CAP: Boston Mountains Educational Cooperative's Career Awareness Program H-5

CERES: Career Education Responsive to Every Student H-3

Effective Use Of Time (formerly the *Process of Teaching Basic Reading Skills in Secondary Schools*) L-6

IMPACT: Improving Minimal Proficiences by Activating Critical Thinking F-4

Reading Education Accountability Design: Secondary (READ:S) G-6

Reading Improvement by Teaching Effectively (R.I.T.E.) G-12

Student Team Learning (STL) F-12

*See Also:*
- *Arithmetic*
- *Communication Skills*
- *Language Arts*
- *Mathematics*
- *Reading*
- *Remedial Mathematics*
- *Remedial Reading*
- *Writing (Composition)*

## BEHAVIOR PROBLEMS

Conceptually Oriented Mathematics Program (COMP) E-8

Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition) K-9

Diversified Educational Experiences Program (DEEP) C-7

Inservice, Project (A Positive Attitude Toward Learning) L-2

Learncycle: Responsive Teaching L-7

Social Decision Making and Problem Solving K-7

Systematic Screening for Behavior Disorders (SSBD) O-8

## BILINGUAL EDUCATION

Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children) C-8

East Las Vegas Follow Through F-8

First Level Mathematics (Kindermath) E-4

Hinsdale Central Foreign Language Program (The) D-4

KITE: Kindergarten Integrated Thematic Experiences I-1

Modification of Children's Oral Language O-12

## CAREER EDUCATION

Academy of Finance H-1

CAP: Boston Mountains Educational Cooperative's Career Awareness Program H-5

Careerways 2000 H-2

Center for Educational development/Career Guidance Project H-5

CERES: Career Education Responsive to Every Student H-3

City-As-School (CAS) C-1

COFFEE (COoperative Federation For Educational Experiences) J-4

Discovery, Project H-6

Pierce County Vocational/Special Education Cooperative H-4

## CEREBRAL PALSY

MAPPS: Multi-Agency Project for Pre-Schoolers O-4

Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*) O-9

## CIVICS

*See Legal Education*

## CLASS ORGANIZATION

Classroom Organization and Management Program B-1

Diversified Educational Experiences Program (DEEP) C-7

Program for School Improvement-PSI (The) B-2

## COMMUNICATION SKILLS

Communication Program I-5

COPE: Cognitively Oriented Pre-Primary Experience I-5

Focus Dissemination Project C-8

High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7

Kenosha Model: Academic Improvement Through Language Experience F-11

Rutland Developmental Therapy Model O-14

TALK: Teaching Activities for Language Knowledge D-6

TV Reading and Communication G-12

*See Also:*

*Language Arts*

## COMMUNITY

*See School Community Programs*

## COMPETENCY BASED EDUCATION

Adult Performance Level Program (APL) A-4

Conceptually Oriented Mathematics Program (COMP) E-8

ERIN: Early Recognition Intervention Network O-11

Exemplary Center for Reading Instruction (ECRI) G-4

Flint Follow Through: The School Effectiveness Model F-9

Individualized Prescriptive Arithmetic Skills System (IPASS) E-5

Inservice, Project (A Positive Attitude Toward learning) L-2

Modification of Children's Oral Language O-12

National External Diploma Program (EDP) A-4

Reading Education Accountability Design: Secondary (READ:S) G-6

STAMM: Systematic Teaching And Measuring Mathematics E-11

## COMPUTER ASSISTED INSTRUCTION CAI

Economic Literacy N-8

First Level Mathematics (Kindermath) E-4

IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading) G-10

Physics—Teach To Learn M-12

QUILL: Writing with Computers D-7

STAMM: Systematic Teaching And Measuring Mathematics E-11

Title I Mathematics Computer Assisted Instruction (CAI) E-12

Utilizing Computers In Teaching Secondary Mathematics J-13

## COMPUTER LITERACY

Comprehensive Adult Student Assessment System (CASAS) A-2

Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3

Cupertino Concept: Computer Literacy and Beyond Program J-14

Individualized Prescriptive Arithmetic Skills System (IPASS) E-5

IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading) G-10

STAMM: Systematic Teaching And Measuring Mathematics E-11

## COMPUTER SCIENCE EDUCATION

Comprehensive Adult Student Assessment System (CASAS) A-2

FISHBANKS, LTD. M-1

## CONSUMER EDUCATION

Conceptually Oriented Mathematics Program (COMP) E-8

Diagnostic Prescriptive Arithmetic (DPA) E-9

Economic Literacy N-8

STAMM: Systematic Teaching And Measuring Mathematics E-11

Success O-14

Systems Approach to Individualized Instruction (SAII) F-13

## COUNSELING

Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition) K-9

## CREATIVE THINKING

Institute for Ceative Education (ICE) J-14

Philosophy for Children J-9

SAGE J-15

Science-Technology-Society: Preparing For Tomorrow's World M-18

Success Enrichment J-11

## CRITICAL THINKING

CATS (Critical Analysis and Thinking Skills) J-2

CHAPTER 1 H.O.T.S.: Higher Order Thinking Skills Project F-1

Facing History and Ourselves: Holocaust and Human Behavior N-1

Philosophy for Children J-9

SAGE J-15

Science-Technology-Society: Preparing For Tomorrow's World M-18

## CROSS AGE TEACHING

Success O-14

## DAILY LIVING SKILLS

Adult Performance Level Program (APL) A-4

Elsmere Project O-10

TIPS: Teaching Individuals Positive Solutions/ Teaching Individuals Protective Strategies B-5

## DIAGNOSTIC TEACHING

ADAPT Project O-2

CLIMB: Coordinated Learning Integration - Middlesex Basics F-2

Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3

COPE: Cognitively Oriented Pre-Primary Experience I-5

Diagnostic Prescriptive Arithmetic (DPA) E-9

## DIAGNOSTIC TEACHING (cont'd)

Early Childhood Preventive Curriculum (ECPC) F-8

First Level Mathematics (Kindermath) E-4

HOSTS Math: Help One Student To Succeed E-10

HOSTS Reading: Help One Student To Succeed G-10

IMPACT: Improving Minimal Proficiences by Activating Critical Thinking F-4

Learning To Learn: Improving Academic Performance Across the Curriculum J-15

Reading Education Accountability Design: Secondary (READ:S) G-6

Title I Mathematics Computer Assisted Instruction (CAI) E-12

## DOWNS SYNDROME

Program for Children with Down Syndrome and Other Developmental Delays O-13

## DROPOUT PREVENTION

Diversified Educational Experiences Program (DEEP) C-7

Focus Dissemination Project C-8

Supplemental Instruction (SI) C-5

Valued Youth Program C-6

## EDUCABLE MENTALLY HANDICAPPED

*See Mental Retardation*

## EDUCATIONAL ALTERNATIVES

*See Nontraditional Education*

## EMOTIONAL DISTURBANCES

ACTIVE: All Children Totally InVolved in Exercising O-10

ERIN: Early Recognition Intervention Network O-11

Every Child a Winner with Physical Education K-4

Learncycle: Responsive Teaching L-7

MAPPS: Multi-Agency Project for Pre-Schoolers O-4

Rutland Developmental Therapy Model O-14

## ENERGY

Conservation for Children M-17

Science-Technology-Society: Preparing For Tomorrow's World M-18

## FAMILY LIFE EDUCATION

Graduation, Reality, and Dual-Role Skills (GRADS) C-3

Parents As Teachers I-3

## FINANCIAL SERVICES

Simu-School B-5

## FUNCTIONAL LITERACY

Adult Perform Level Program (APL) A-4

Comprehensive Adult Student Assessment System (CASAS) A-2

## GIFTED

Academically Talented Youth Programs (ATYP), Mathematics J-1
College Studies for the Gifted (CSG) J-5
KIDS KITS (Kids Interest Discovery Studies KITS) J-7
SAGE J-15
Scholars-In-Schools (SIS) J-10
Science-Technology-Society: Preparing For Tomorrow's World M-18
Success Enrichment J-11
*See Also:*
  *Talent Development*

## HANDICAPPED

*See Also:*
  *Autism*
  *Cerebral Palsy*
  *Downs Syndrome*
  *Emotional Disturbances*
  *Hearing Impairments*
  *Language Handicaps*
  *Learning Disabilities*
  *Mainstreaming*
  *Mental Retardation*
  *Multiple Disabilities*
  *Physical Disabilities*
  *Special Education*
  *Speech Handicaps*
  *Visual Impairments*

## HEALTH EDUCATION

Athletic Health Care System K-1
CASPAR (Cambridge and Somerville Program for Alcoholism and Drug Abuse Rehabilitation) Alcohol and Drug Education Program K-2
CHOICE K-3
Graduation, Reality, and Dual-Role Skills (GRADS) C-3
Growing Healthy K-5
Have a Healthy Heart (HHH) K-9

## HEALTH EDUCATION (cont'd)

JEFFCO Middle School Life Program M-7
Know Your Body - KYB (The), School Health Promotion Program K-6
Me-Me Drug & Alcohol Prevention Education Program K-10
Ombudsman K-10
Physical Management K-11
Social Decision Making and Problem Solving K-7
Stanford Adolescent Heart Health Curriculum K-8
Student Team Learning (STL) F-12

## HEARING IMPAIRMENTS

ACTIVE: All Children Totally InVolved in Exercising O-10
ERIN: Early Recognition Intervention Network O-11
Every Child a Winner with Physical Education K-4
High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7
INSITE Model O-3
MARRS: Mainstream Amplification Resource Room Study O-5
Modification of Children's Oral Language O-12
Social Decision Making and Problem Solving K-7
SKI*HI Outreach O-7

## HIGH SCHOOL EQUIVALENCY PROGRAM

Adult Performance Level Program (APL) A-4
History Theatre of Ideas (HIT) N-3
National External Diploma Program (EDP) A-4
Past Is Prologue J-8

## HOME INSTRUCTION

INSITE Model O-3
MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Parents As Teachers I-3
Portage Project I-4
SKI*HI Outreach O-7

## HUMANITIES

College Studies for the Gifted (CSG) J-5
Facing History and Ourselves: Holocaust and Human Behavior N-1
Folger Library Shakespeare Education and Festivals D-3
Life Unworthy of Life N-4
REACH: Respecting Our Ethnic And Cultural Heritage N-7
Religion In Human Culture (RIHC) N-10
Scholars-In-Schools (SIS) J-10

## INDIVIDUALIZED INSTRUCTION

*See Class Organization*

## INDUSTRIAL ARTS

*See Vocational Education*

## INSERVICE TEACHER EDUCATION

*See Teacher Education*

## INSTRUCTIONAL MATERIALS CENTERS

*See Learning Resource Centers*

## INTERGROUP RELATIONS

Student Team Learning (STL) F-12

## LABORATORY PROGRAMS

*See Resource Room Programs*

## LANGUAGE ACQUISITION

First Level Language (Kindersay) D-2
Mother-Child Home Program (MCHP) of the Verbal Interaction Project I-7
TALK: Teaching Activities for Language Knowledge D-6

## LANGUAGE ARTS

COPE: Cognitively Oriented Pre-Primary Experience I-5
Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children) C-8
East Las Vegas Follow Through F-8
Exemplary Center for Reading Instruction (ECRI) G-4
First Level Language (Kindersay) D-2
Flint Follow Through: The School Effectiveness Model F-9
Goldsboro City Follow Through: University of Georgia Model-UGA (formerly *RECEP*) F-10
Hinsdale Central Foreign Language Program (The) D-4
Individualized Language Arts: Diagnosis, Prescription and Evaluation D-7
Kenosha Model: Academic Improvement Through Language Experience F-11
Leflore County (Mississippi) Follow Through Project F-12
MARRS: Mainstream Amplification Resource Room Study O-5

## LANGUAGE ARTS (cont'd)

QUILL: Writing with Computers D-7
Reading and Content Area Resource Center (ReCaRe) G-11
Reading Education Accountability Design: Secondary (READ:S) G-6
Student Team Learning (STL) F-12
*See Also:*
*Communication Skills*

## LANGUAGE HANDICAPS

MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Modification of Children's Oral Language O-12

## LANGUAGES

*See Bilingual Education*
*See English (Second Language)*

## LEARNING DISABILITIES

ACTIVE: All Children Totally InVolved in Exercising O-10
ADAPT Project O-2
Communication Program I-5
COPE: Cognitively Oriented Pre-Primary Experience I-5
ERIN: Early Recognition Intervention Network O-11
Every Child a Winner with Physical Education K-4
High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7
KITE: Kindergarten Integrated Thematic Experiences I-1
Learncycle: Responsive Teaching L-7
MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Modification of Children's Oral Language O-12
PEECH: Programming for Early Education in the Classroom and at Home O-12
Pierce County Vocational/Special Education Cooperative H-4
Precision Teaching Project O-13
Success O-14
Systematic Instructional Management Strategies (SIMS) O-15

## LEARNING RESOURCE CENTERS

Administrative Cooperative in Education B-4
KIDS KITS (Kids Interest Discovery Studies KITS) J-7
Reading and Content Area Resource Center (ReCaRe) G-11

## LEGAL EDUCATION

Institute for Political and Legal Education (ILPE) N-9
Law in a Changing Society (LCS) N-9
LEGAL (Law Related Education: Goals for American Leadership) N-10
TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies B-5

## MAINSTREAMING

ACTIVE: All Children Totally InVolved in Exercising O-10
ADAPT Project O-2
COPE: Cognitively Oriented Pre-Primary Experience I-5
Early Prevention of School Failure (EPSF) I-6
ERIN: Early Recognition Intervention Network O-11
Every Child a Winner with Physical Education K-4
Learncycle: Responsive Teaching L-7
MAPPS: Multi-Agency Project for Pre-Schoolers O-4
MARRS: Mainstream Amplification Resource Room Study O-5

## MAINSTREAMING (cont'd)

Modification of Children's Oral Language O-12
PEECH: Programming for Early Education in the Classroom and at Home O-12
Precision Teaching Project O-13
Success O-14

## MASS MEDIA

Simu-School B-5
TV Reading and Communication G-12

## MATHEMATICS

Academically Talented Youth Programs (ATYP), Mathematics J-1
CAMEL (Calculator Assisted Mathematics for Everyday Living) E-8
CHAPTER I H.O.T.S.: Higher Order Thinking Skills project F-1
CLIMB: Coordinated Learning Integration - Middlesex Basics F-2
Comprehensive School Mathematics Program (CSMP) E-1
Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3
Conceptually Oriented Mathematics Program (COMP) E-8
Decision-Making Math (DMM) E-2
East Las Vegas Follow Through F-8
Effective Videodisc Instruction in Core Mathematics Concepts E-3
First Level Mathematics (Kindermath) E-4
Goldsboro City Follow Through: University of Georgia Model-UGA (formerly *RECEP*) F-10
Gulfport Follow Through: University of Georgia Model (UGA) F-10
HOSTS Math: Help One Student To Succeed E-10
Individualized Prescriptive Arithmetic Skills System (IPASS) E-5
Interdependent Learning Model (ILM) F-11
KITE: Kindergarten Integrated Thematic Experiences I-7
Leflore County (Mississippi) Follow Through F-12

## MATHEMATICS (cont'd)

Mathematics Achievement Program (MAP) E-10
RAMPS (Relationships in Mathematics and Physical Science) M-14
Sci-Math M-15
SITE: Successful Inservice through Turnkey Education L-4
Sound Foundations E-6
STAMM: Systematic Teaching And Measuring Mathematics E-11
Student Team Learning (STL) F-12
Success Understanding Mathematics (SUM) E-7
Systems Approach to Individualized Instruction (SAII) F-13
Team Accelerated Instruction: (TAI) Mathematics E-11
Title I Mathematics Computer Assisted Instruction (CAI) E-12
Utilizing Computers In Teaching Secondary Mathematics J-13
*See Also:*
*Arithmetic*
*Remedial Mathematics*

## MEDIA

*See Mass Media*

## MENTAL RETARDATION

Achievement-Based Curriculum - Project I Can O-1
ACTIVE: All Children Totally InVolved in Exercising O-10
Elsmere Project O-10
ERIN: Early Recognition Intervention Network O-11
Every Child a Winner with Physical Education K-4
Learncycle: Responsive Teaching L-7
MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Modification of Children's Oral Language O-12
Program for Children with Down Syndrome and Other Developmental Delays O-13

## METRIC SYSTEM

"GO-Metric": A Supplemental Low-Cost Metric Curriculum E-9
SITE: Successful Inservice through Turnkey Education L-4

## MIGRANT EDUCATION

Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children) C-8
Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER) C-9

## MOVEMENT EDUCATION

ACTIVE: All Children Totally InVolved in Exercising O-10
Every Child a Winner with Physical Education K-4

## MULTIPLE DISABILITIES

MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*) O-9

## NONTRADITIONAL EDUCATION

Academically Talented Youth Programs (ATYP), Mathematics J-1
City-As-School (CAS) C-1
College Studies for the Gifted (CSG) J-4
Community Approach to Year-Round Education (C.A.Y.R.E.) C-7
DeLaSalle Model C-2
Diversified Educational Experiences Program (DEEP) C-7
Focus Dissemination Project C-8

## NONTRADITIONAL EDUCATION (cont'd)

Graduation, Reality, and Dual-Role Skills (GRADS) C-3
New Jersey Youth Corps A-3
Public and Private School Collaboration C-4

## ORTHOPEDICALLY HANDICAPPED

*See Physical Disabilities*

## OUTDOOR EDUCATION

Adventure N-8

## PARENT EDUCATION

ERIN: Early Recognition Intervention Network O-11
Family Oriented Structured Preschool Activity ("Seton Hall" Program) I-6
Mother-Child Home Program (MCHP) of the Verbal Interaction Project I-7
Parents As Teachers I-3
Portage Project I-4
Program for Children with Down Syndrome and Other Developmental Delays O-13

## PARENTHOOD EDUCATION

*See Family Life Education*

## PEER TEACHING

Student Team Learning (STL) F-12
Success O-14

## PERCEPTUAL DEVELOPMENT

COPE: Cognitively Oriented Pre-Primary Experience I-5

Early Childhood Preventive Curriculum (ECPC) F-8

Perception+ I-8

## PERFORMANCE BASED EDUCATION

*See Competency Based Education*

## PHYSICAL DISABILITIES

ACTIVE: All Children Totally InVolved in Exercising O-10

ERIN: Early Recognition Intervention Network O-11

Every Child a Winner with Physical Education K-4

Modification of Children's Oral Language O-12

## PHYSICAL EDUCATION

Achievement-Based Curriculum - Project I Can O-1

ACTIVE: All Children Totally InVolved in Exercising O-10

Athletic Health Care System K-1

Every Child a Winner with Physical Education K-4

Have a Healthy Heart (HHH) K-9

Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children O-11

Physical Management K-11

## PRESCHOOL EDUCATION

Communication Program I-5

COPE: Cognitively Oriented Pre-Primary Experience I-5

Early Prevention of School Failure (EPSF) I-6

Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children C-8

ERIN: Early Recognition Intervention Network O-11

Family Oriented Structured Preschool Activity ("Seton Hall" Program) I-6

High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7

MAPPS: Multi-Agency Project for Pre-Schoolers O-4

Modification of Children's Oral Language O-12

Mother-Child Home Program (MCHP) of the Verbal Interaction Project I-7

PEECH: Programming for Early Education in the Classroom and at Home O-12

Perception+ I-8

Regional Program for Preschool Handicapped Children O-6

## PRESERVICE TEACHER EDUCATION

Residents Supervisory Support For Teachers (RSST) B-4

## PROBLEM SOLVING

Adventure N-8

CATS (Critical Analysis and Thinking Skills) J-2

Computer School Mathematics Program (CSMP) E-1

Decision-Making Math (DMM) E-2

Institute for Creative Education (ICE) J-14

Interdependent Learning Model (ILM) F-11

Me-Me Drug & Alcohol Prevention Education Program K-10

Ombudsman K-10

SAGE J-15

## PROBLEM SOLVING (cont'd)

Science-Technology-Society: Preparing For Tomorrow's World M-18

Social Decision Making and Problem Solving K-7

Success Enrichment J-11

## PROGRAM ADMINISTRATION

Comprehensive Adult Student Assessment System (CASAS) A-2

IMPACT II L-1

Learning To Read Through The Arts Program G-5

Outcomes--Driven Developmental Model (ODDM) F-5

## READING

BES Adult Literacy Project A-1

Books And Beyond G-1

CHAPTER I H.O.T.S.: Higher Order Thinking Skills F-1

CLIMB: Coordinated Learning Integration - Middlesex Basics F-2

Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3

Content Reading Including Study Systems (CRISS) G-2

Cooperative Integrated Reading and Composition (CIRC) - Reading G-3

Early Childhood Preventive Curriculum (ECPC) F-8

East Las Vegas Follow Through F-8

Effective Use Of Time (formerly the *Process of Teaching Basic Reading Skills in Secondary Schools*) L-6

Exemplary Center for Reading Instruction (ECRI) G-4

Flint Follow Through: The School Effectiveness Model F-9

Goldsboro City Follow Through: University of Georgia Model-UGA (formerly *RECEP*) F-10

Interdependent Learning Model (ILM) F-11

## READING (cont'd)

IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading) G-10

Leflore County (Mississippi) Follow Through Project F-12

MARRS: Mainstream Amplification Resource Room Study O-5

Philosophy for Children J-9

Programed Tutorial Reading (PTR) G-11

Read-Write F-6

Reading Education Accountability Design: Secondary (READ:S) G-6

Reading Improvement by Teaching Effectively (R.I.T.E.) G-12

Reading Power in the Content Areas (RP) G-7

Rural Schools Reading Project (RSRP) G-9

Systems Approach to Individualized Instruction (SAII) F-13

TV Reading and Communication G-12

## READING READINESS

Early Childhood Preventive Curriculum (ECPC) F-8

Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children C-8

First Level Language (Kindersay) D-2

KITE: Kindergarten Integrated Thematic Experiences I-7

Perception+ I-8

*See Also:*
*Functional Literacy*
*Remedial Reading*

## REMEDIAL MATHEMATICS

Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3

Diagnostic Prescriptive Arithmetic (DPA) E-9

Effective Videodisc Instruction in Core Mathematics Concepts E-3

Enriching The Curriculum (ETC) F-9

## REMEDIAL MATHEMATICS (cont'd)

HOSTS Math: Help One Student To Succeed E-10
IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking F-4
Mathematics Achievement Program (MAP) E-10
Sound Foundations E-6
STAMM: Systematic Teaching And Measuring Mathematics E-11
Success Understanding Mathematics (SUM) E-7
Title I Mathematics Computer Assisted Instruction (CAI) E-12

## REMEDIAL READING

BES Adult Literacy Project A-1
Books And Beyond G-1
Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3
Effective Use Of Time (formerly the *Process of Teaching Basic Reading Skills in Secondary Schools*) L-6
HOSTS Reading: Help One Student To Succeed G-10
IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking F-4
IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading) G-10
Learning To Read Through The Arts Program G-5
Reading and Content Area Resource Center (ReCaRe) G-11
Reading Power in the Content Areas (RP) G-7
Reading Recovery G-8
Systematic Instructional Management Strategies (SIMS) O-15

## RESOURCE ROOM PROGRAMS

Administrative Cooperative in Education B-4
Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3
Diagnostic Prescriptive Arithmetic (DPA) E-9
HOSTS Reading: Help One Student To Succeed G-10
IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading) G-10
Kenosha Model: Academic Improvement Through Language Experience F-11
KIDS KITS (Kids Interest Discovery Studies KITS) J-7
MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Portage Project I-4
Reading Improvement by Teaching Effectively (R.I.T.E.) G-12

## SCHOOL COMMUNITY PROGRAMS

City-As-School (CAS) C-1
Elsmere Project O-10
Enriching The Curriculum (ETC) F-9
Institute for Political and Legal Education (IPLE) N-9
Learning To Read Through The Arts Program G-5
LEGAL (Law Related Education: Goals for American Leadership) N-10
New Jersey Youth Corps A-3
SAGE J-15
Scholars-In-Schools (SIS) J-10

## SCHOOL DISTRICTS

Simu-School B-5

## SCIENCE EDUCATION

Conservation for Children M-17
FISHBANKS, LTD M-1
Foundational Approaches in Science Teaching M-17
Geology Is M-3
Hands-On Elementary Science M-4
Informal Science Study (IfSS) M-5
Investigating and Evaluating Environmental Issues and Actions M-6
JEFFCO Middle School Life Science Program M-7
Life Lab Science Program M-8
Marine Science Project: FOR SEA (Grades 7-12) M-9
Mechanical Universe *High School Adaption* M-10
Pablo Python Looks At Animals M-11
Physics—Teach To Learn M-12
PRISMS: Physics Resources and Instructional Strategies for Motivating Students M-13
RAMPS (Relationships in Mathematics and Physical Science) M-14
Sci-Math M-15
Science-Technology-Society: Preparing For Tomorrow's World M-18
Starwalk M-18
Stones and Bones M-19
WIZE: Wildlife Inquiry through Zoo Education, Module II/Survival Strategies M-16
ZOO: Zoo Opportunities Outreach M-19

## SCREENING TESTS

Early Prevention of School Failure (EPSF) I-3
Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children C-8
Modification of Children's Oral Language O-12
PEECH: Programming for Early Education in the Classroom and at Home O-12
SKI*HI Outreach O-7
Systematic Screening for Behavior Disorders (SSBD) O-8

## SELF-CARE SKILLS

Portage Project I-4

## SOCIAL STUDIES

Adventure N-8
Conservation for Children M-17
Economic Literacy N-8
Facing History And Ourselves: Holocaust and Human Behavior N-1
Foundational Approaches in Science Teaching M-17
GeoGram Project (The) N-2
History Theatre of Ideas (HIT) N-3
Institute for Political and Legal Education (ILPE) N-9
Law in a Changing Society (LCS) N-9
LEGAL (Law Related Education: Goals for American Leadership) N-10
Life Unworthy of Life N-4
Preparing Instructional Teams To Teach Effective Citizenship Education N-5
Project Polar Regions N-6
REACH: Respecting Our Ethnic And Cultural Heritage N-7
Religion In Human Culture (RIHC) N-10
Science-Technology-Society: Preparing For Tomorrow's World M-18
Teaching Geography: A Model For Action In (Grades 4-12) P-2

*See Also:*
*Humanities*
*Legal Education*

## SPECIAL EDUCATION

ACTIVE: All Children Totally InVolved in Exercising O-10
ADAPT Project O-2
Communication Program I-5
COPE: Cognitively Oriented Pre-Primary Experience I-5
Early Prevention of School Failure (EPSF) I-6
Elsmere Project O-10

## SPECIAL EDUCATION (cont'd)

ERIN: Early Recognition Intervention Network N-11

Every Child a Winner with Physical Education K-4

High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7

Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children O-11

Learncycle: Responsive Teaching L-7

MAPPS: Multi-Agency Project for Pre-Schoolers O-4

MARRS: Mainstream Amplification Resource Room Study O-5

Modification of Children's Oral Language O-12

PEECH: Programming for Early Education in the Classroom and at Home O-12

Pierce County Vocational/Special Education Cooperative H-4

Portage Project I-4

Precision Teaching Project O-13

Regional Program for Preschool Handicapped Children O-6

Rutland Developmental Therapy Model O-14

SKI*HI Outreach O-7

Success O-14

Systematic Instructional management Strategies (SIMS) O-15

Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*) O-9

## SPEECH HANDICAPS

ACTIVE: All Children Totally InVolved in Exercising O-10

Communication Programs I-5

Early Prevention of School Failure (EPSF) I-6

ERIN: Early Recognition Intervention Network O-11

Every Child a Winner with Physical Education K-4

## STUDY SKILLS

Content Reading Including Study Systems (CRISS) G-2

Study Skills Across the Curriculum F-7

## SUMMER PROGRAMS

Administrative Cooperative in Education B-4

## SURVIVAL SKILLS

*See Daily Living Skills*

## TALENT DEVELOPMENT

SAGE J-15

Success Enrichment J-11

Talents Unlimited J-12

## TEACHER EDUCATION

ERIN: Early Recognition Intervention Network O-11

Exemplary Center for Reading Instruction (ECRI) G-4

Ferguson-Florissant Writers Project D-1

Folger Library Shakespeare Education and Festivals D-3

"GO-Metric": A Supplemental Low-Cost Metric Curriculum E-9

IMPACT II L-1

Inservice, Project (A Positive Attitude Toward Learning) L-2

Learncycle: Responsive Teaching L-7

Learning to Teach Inner-City and Diverse Populations (LTICS) L-3

National Faculty Teaching Project (The) P-4

Reading Power in the Content Areas (RP) G-7

Resident Supervisory Support For Teachers (RSST) B-4

SITE: Successful Inservice through Turnkey Education L-4

## TEACHER EDUCATION (cont'd)

Teaching Geography: A Model For Action) Grades 4-12) P-2
Teaching Research Inservice Model L-5
*See Also:*
*Preservice Teacher Education*

## TEAM TEACHING

Leflore County (Mississippi) Follow Through Project F-12

## TRAINABLE MENTALLY HANDICAPPED

*See Mental Retardation*

## TUTORING

Enriching The Curriculum (ETC) F-9
HOSTS Math: Help One Student To Succeed E-10
HOSTS Reading: Help One Student To Succeed G-10
Programed Tutorial Reading (PTR) G-11
*See Also:*
*Cross Age Teaching*
*Peer Teaching*

## VISUAL IMPAIRMENTS

ACTIVE: All Children Totally InVolved in Exercising O-10
ERIN: Early Recognition Intervention Network O-11
Every Child a Winner with Physical Education K-4
MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Modification of Children's Oral Language O-12

## VOCATIONAL EDUCATION

Academy of Finance H-1
Elsmere Project O-10
Pierce County Vocational/Special Education Cooperative H-4
Reading Power in the Content Areas (RP) G-7

## VOLUNTEERS

HOSTS Math: Help One Student To Succeed E-10
HOSTS Reading: Help One Student To Succeed G-10
Success O-14

## WORK EXPERIENCE PROGRAMS

Elsmere Project O-10

## WRITING (COMPOSITION)

Ferguson-Florissant Writers Project D-1
Individualized Language Arts: Diagnosis, Prescription and Evaluation D-7
Read-Write F-6
Success Enrichment J-11
WR.I.T.&E.: WRiting Is Thorough and Efficient D-8

## YEAR ROUND SCHOOLS

Community Approach to Year-Round Education (C.A.Y.R.E.) C-7

# INDEX III

## EXEMPLARY PROJECTS Alphabetical

A

Academically Talented Youth Programs (ATYP), Mathematics J-1
Academy of Finance H-1
Achievement-Based Curriculum - Project I Can O-1
ACTIVE: All Children Totally InVolved in Exercising O-10
ADAPT Project O-2
Administrative Cooperative in Education B-4
Adult Performance Level Program (APL) A-4
Adventure N-8
Athletic Health Care System K-1

B

BES Adult Literacy Project A-1
Books And Beyond G-1

C

CAMEL (Calculator Assisted Mathematics for Everyday Living) E-8
CAP: Boston Mountains Educational Cooperative's Career Awareness Program H-5
Careerways 2000 H-2
CASPAR (Cambridge and Somerville Program for Alcoholism and Drug Abuse Rehabilitation) Alcohol and Drug Education Program K-2
CATS (Critical Analysis and Thinking Skills) J-2
Center for Educational Development/Career Guidance Project H-5
CERES: Career Education Responsive to Every Student H-3
CHAPTER 1 H.O.T.S.: Higher Order Thinking Skills Project F-1
Child Development Project J-3
CHOICE K-3
City-As-School (CAS) C-1
Classroom Organization and Management Program B-1
CLIMB: Coordinated Learning Integration - Middlesex Basics F-2
COFFEE (COoperative Federation For Educational Experiences) J-4
College Studies for the Gifted (CSG) J-5
Communication Program I-5

Community Approach to Year-Round Education (C.A.Y.R.E.) C-7
Comprehensive Adult Student Assessment System (CASAS) A-2
Comprehensive School Mathematics Program (CSMP) E-1
Computer Assisted Diagnostic Prescriptive Program (CADPP) in Reading and Mathematics F-3
Conceptually Oriented Mathematics Program (COMP) E-8
Conservation for Children M-17
Content Reading Including Study Systems (CRISS) G-2
Cooperative Integrated Reading and Composition (CIRC) - Reading G-3
COPE: Cognitively Oriented Pre-Primary Experience I-5
Cupertino Concept: Computer Literacy and Beyond Program J-14
Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition) K-9

## D

Decision-Making Math (DMM) E-2
DeLaSalle Model C-2
Diagnostic Prescriptive Arithmetic (DPA) E-9
Discovery, Project H-6
Diversified Educational Experiences Program (DEEP) C-7

## E

Early Childhood Preventive Curriculum (ECPC) F-8
Early Prevention of School Failure (EPSF) I-6
Early Prevention of School Failure Migrant Program (for Spanish- and English-Speaking Children) C-8
East Las Vegas Follow Through F-8
Economic Literacy N-8
Effective Use Of Time (formerly the *Process of Teaching Basic Reading Skills in Secondary Schools*) L-6
Effective Videodisc Instruction in Core Mathematics Concepts E-3
Elsmere Project O-10
Enriching The Curriculum (ETC) F-9
ERIN: Early Recognition Intervention Network O-11
Every Child a Winner with Physical Education K-4
Exemplary Center for Reading Instruction (ECRI) G-4

## F

Facing History and Ourselves: Holocaust and Human Behavior N-1
Family Oriented Structured Preschool Activity ("Seton Hall" Program) I-6
Ferguson-Florissant Writers Project D-1
First Level Language (Kindersay) D-2
First Level Mathematics (Kindermath) E-4
FISHBANKS, LTD. M-1

Flint Follow Through: The School Effectiveness Model F-9
Focus Dissemination Project C-8
Folger Library Shakespeare Education and Festivals D-3
FOR SEA: Investigating Marine Science (Grades 1-6) M-2
Foundational Approaches in Science Teaching M-17

G

GeoGram Project (The) N-2
Geology Is M-3
"GO-Metric": A Supplemental Low-Cost Metric Curriculum E-9
Goldsboro City Follow Through: University of Georgia Model-UGA (formerly RECEP) F-10
Graduation, Reality, and Dual-Role Skills (GRADS) C-3
Growing Healthy K-5
Gulfport Follow Through: University of Georgia Model (UGA) F-10

H

Hands-On Elementary Science M-4
Have a Healthy Heart (HHH) K-9
High/Scope Preschool Curriculum (formerly *Cognitively Oriented Preschool Curriculum*) I-7
Hinsdale Central Foreign Language Program (The) D-4
History Theatre of Ideas (HIT) N-3
HOSTS Math: Help One Student To Succeed E-10
HOSTS Reading: Help One Student To Succeed G-10

I

IMPACT II L-1
IMPACT: Improving Minimal Proficiences by Activating Critical Thinking F-4
Improving Visual Arts Education P-1
Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children O-11
Individualized Language Arts: Diagnosis, Prescription and Evaluation D-7
Individualized Prescriptive Arithmetic Skills System (IPASS) E-5
Informal Science Study (IfSS) M-5
Inservice, Project (A Positive Attitude Toward Learning) L-2
INSITE Model O-3
Institute for Political and Legal Education (IPLE) N-9
Institute for Creative Education (ICE) J-14
Intercept, Project L-6
Interdependent Learning Model (ILM) F-11

Investigating and Evaluating Environmental Issues and Actions M-6
IPIMS Reading Center (Individualized Prescriptive Instructional Management System for Underachievers in Reading) G-10

**J**

JEFFCO Middle School Life Science Program M-7

**K**

Kenosha Model: Academic Improvement Through Language Experience F-11
Keyboarding, Reading, Spelling - KRS (formerly *Basic Literacy Through Microcomputers*) J-6
KIDS KITS (Kids Interest Discovery Studies KITS) J-7
KITE: Kindergarten Integrated Thematic Experiences I-1
Know Your Body - KYB (The), School Health Promotion Program K-6

**L**

Law in a Changing Society (LCS) N-9
Learncycle: Responsive Teaching L-7
Learning To Learn: Improving Academic Performance Across the Curriculum J-15
Learning To Read Through The Arts Program G-5
Learning to Teach Inner-City and Diverse Populations (LTICS) L-3
Leflore County (Mississippi) Follow Through Project F-12
LEGAL (Law Related Education: Goals for American Leadership) N-10
Life Lab Science Program M-8
Life Unworthy of Life N-4

**M**

MAPPS: Multi-Agency Project for Pre-Schoolers O-4
Marine Science Project: FOR SEA (Grades 7-12) M-9
MARRS: Mainstream Amplification Resource Room Study O-5
Mathematics Achievement Program (MAP) E-10
Me-Me Drug & Alcohol Prevention Education Program K-10
Mechanical Universe *High School Adaption* M-10
Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER) C-9
Modification of Children's Oral Language O-12
Mother-Child Home Program (MCHP) of the Verbal Interaction Project I-7

**N**

National Faculty Teaching Project (The) P-4
National External Diploma Program (EDP) A-4
New Jersey Youth Corps A-3

**O**

Ombudsman K-10
On The Way to SUCCESS in Reading and Writing with Early Prevention of School Failure I-2
Outcomes—Driven Developmental Model (ODDM) F-5

**P**

Pablo Python Looks At Animals M-11
Parents As Teachers I-3
Past Is Prologue J-8
PEECH: Programming for Early Education in the Classroom and at Home O-12
Perception+ I-8
Philosophy for Children J-9
Physical Management K-11
Physics—Teach To Learn M-12
Pierce County Vocational/Special Education Cooperative H-4
Portage Project I-4
Precision Teaching Project O-13
Preparing Instructional Teams To Teach Effective Citizenship Education N-5
PRISMS: Physics Resources and Instructional Strategies for Motivating Students M-13
Profile Approach to Writing D-5
Program for School Improvement-PSI (The) B-2
Programed Tutorial Reading (PTR) G-11
Program for Children with Down Syndrome and Other Developmental Delays O-13
Project Polar Regions N-6
Public and Private School Collaboration C-4

**Q**

QUILL: Writing with Computers D-7

**R**

RAMPS (Relationships in Mathematics and Physical Science) M-14
REACH: Respecting Our Ethnic And Cultural Heritage N-7

Read-Write F-6
Reading and Content Area Resource Center (ReCaRe) G-11
Reading Education Accountability Design: Secondary (READ:S) G-6
Reading Improvement by Teaching Effectively (R.I.T.E.) G-12
Reading Power in the Content Areas (RP) G-7
Reading Recovery G-8
Regional Program for Preschool Handicapped Children O-6
Religion In Human Culture (RIHC) N-10
Resident Supervisory Support For Teachers (RSST) B-4
Rural Schools Reading Project (RSRP) G-9
Rutland Developmental Therapy Model O-14

S

SAGE J-15
Scholars-In-Schools (SIS) J-10
Sci-Math M-15
Science-Technology-Society: Preparing For Tomorrow's World M-18
Sharing Successful Programs B-3
Simu-School B-5
SITE: Successful Inservice through Turnkey Education L-4
SKI*HI Outreach O-7
Social Decision Making and Problem Solving K-7
Sound Foundations E-6
STAMM: Systematic Teaching And Measuring Mathematics E-11
Stanford Adolescent Heart Health Curriculum K-8
Starwalk M-18
Stones and Bones M-19
Student Team Learning (STL) F-12
Study Skills Across the Curriculum F-7
Success O-14
Success Understanding Mathematics (SUM) E-7
Success Enrichment J-11
Supplemental Instruction (SI) C-5
Systematic Instructional Management Strategies (SIMS) O-15
Systematic Screening for Behavior Disorders (SSBD) O-8
Systems Approach to Individualized Instruction (SAII) F-13

T

Talents Unlimited J-12
TALK: Teaching Activities for Language Knowledge D-6
Teaching Geography: A Model For Action (Grades 4-12) P-2

Teaching Research Integrated Preschool Model (The) - TRIP (formerly known as *Teaching Research Data Based Model for PS Children with Handicaps*) O-9
Teaching Research Inservice Model L-5
Team Accelerated Instruction: (TAI) Mathematics E-11
TIPS: Teaching Individuals Positive Solutions/Teaching Individuals Protective Strategies B-5
Title I Mathematics Computer Assisted Instruction (CAI) E-12
TV Reading and Communication G-12

**U**

Utilizing Computers In Teaching Secondary Mathematics J-13

**V**

Valued Youth Program C-6

**W**

WIZE: Wildlife Inquiry through Zoo Education, Module II/Survival Strategies M-16
WR.I.T.&E.: WRiting Is Thorough and Efficient D-8

**Z**

ZOO: Zoo Opportunities Outreach M-19

EIGHTEENTH EDITION

# Educational Programs That Work 1992

*(Price effective January 1, 1992)*

Bill To: ______________________________
______________________________
______________________________
______________________________

Ship To: ______________________________
______________________________
______________________________
______________________________

Contact Person: ______________________________

Phone #: ______________________________

| ITEM # | QUANTITY | | UNIT PRICE | SUB TOTAL | SHIPPING/ HANDLING | TOTAL DUE |
|---|---|---|---|---|---|---|
| 6PB18 | Single Copies | | $ 11.95 | | *10% of total; minimum of $3.00* | |
| | 1 to 4 Case Lots* | | 154.00 | | | |
| | 5 to 10 Case Lots* | | 140.00 | | | |
| | 11+ Case Lots* | | 133.00 | | | |

*Each "Case Lot" contains 28 copies.

METHOD OF PAYMENT *(check one)*

☐ Check or Money Order enclosed made payable to: **Sopris West, Inc.** (Must be made payable through a U.S. bank and be in U.S. currency.)

☐ Purchase Order # (copy must be enclosed)

______________________________

☐ VISA ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Exp. Date ________

☐ MasterCard

______________________________ Please sign here for credit card orders.

______________________________ Print name here.

Complete and return this form to:

Sopris West, Inc. • P.O. Box 1809 • Longmont, CO • 80502-1809 • (303) 651-2829

*Published by:*

Sopris West, Inc.
1140 Boston Avenue
Longmont, CO 80501

*in cooperation with:*

NDSG NATIONAL DISSEMINATION STUDY GROUP

national diffusion network
ndn